



UNIVERSITY OF  
OXFORD



**The Examination Schools  
Conservation Plan**

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Building No. 155**

**Oxford University**

**Estates Services**

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TO  
SOUTH & EAST  
WRITING  
SCHOOLS



INTRODUCTION

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# 1 INTRODUCTION

The Examination Schools were designed by Thomas Graham Jackson, Oxford's most famous 19<sup>th</sup>-century architect, in 1876 and their construction was completed in 1882. They were Jackson's first major commission and set the scene for his transformation of Oxford's academic architecture over the following 40 years. They have served as teaching and examination spaces for Oxford University since their construction, and continue to function in this capacity.

## 1.1 Purpose of the Conservation Plan

The University has an unrivalled portfolio of historic buildings, of which it is rightly proud. It has traditionally taken a thorough, holistic approach to building conservation, seeking to understand all the varied factors that make historic buildings significant to their diverse stakeholders, and using this to inform necessary change. It has become clear that this approach is vital to the conservation culture of an institution where so many of its historic buildings that are valued for their function also have extensive historical or architectural significance. This Conservation Plan represents the continuation of this tradition of seeking to understand what makes the University's buildings cherished assets, and of seeking ways to conserve these most important features for the enjoyment of future generations.

The success of this approach is such that it has now become codified in government policy: First in March 2010's *Planning Policy Statement 5: Planning for the Historical Environment* then in its replacement, March 2012's *National Planning Policy Framework* (hereafter: NPPF). NPPF provides useful guidance on approaching the conservation of heritage assets, and postdates the University's existing literature. NPPF defines 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. Heritage asset includes designated heritage assets and assets identified by the local planning authority (including local listing).'*

This designation clearly applies to the Examination Schools.

The purpose of this Conservation Plan is to update the Examination Schools's conservation policy to take into account the new guidance provided by NPPF. It will be of use both for informing responsible regular maintenance and in the preparation of future planning applications, as specified in NPPF paragraph 128.

The Conservation Plan should form the basis for the Examination Schools's Conservation Policy and exists as part of an ongoing process. It will be renewed and updated at least every five years or following any major alterations or legislative changes.



**Figure 1. Satellite photograph of the Examination Schools (outlined in red) and the surrounding area, with north at the top of the image. Note, a marquee is erected in the quadrangle in this image**

## **1.2 Scope of the Conservation Plan**

This Conservation Plan will cover the interior and the exterior of the Examination Schools, a structure with a frontage to High Street and three wings of accommodation around a quadrangle to Merton Street in central Oxford.

This plan is not a catalogue and to facilitate its practical use will concentrate only on the most vulnerable aspects of significance, suggesting how they should be approached and conserved in the future. A brief list of the most significant architectural features can be found in **Appendix 4** and should be referred to when planning any repair or alteration work.

## **1.3 Existing Information**

A Conservation Plan has not previously been produced for the Examination Schools; however, there are various forms of existing information available:

The original 1954 listed building description (**Appendix 1**) is the logical starting point for this plan as it lists the heritage asset's main features and briefly assesses its architectural significance.

Various planning applications have been made throughout the building's history, providing a good indication of the changes that have occurred over time.

A selection of Jackson's original plans for the Examination Schools was presented in a scrapbook by the architect to the Bodleian Library in 1916 and is held in the Bodleian Library Special Collections. This is an incomplete record, but remains the best source for the architect's original plans.

There are several published books and articles that examine the development of Victorian architecture in Oxford and the work of Jackson. These publications provide an important resource for studying works of this period in Oxford.

The plan draws on statutory guidance from NPPF prepared by HM's Department for Communities and Local Government in March 2012.

#### **1.4 Methodology**

The Conservation Plan is a document that assesses the current and predicted conservation needs of the Examination Schools and attempts to address them with a view towards maintaining or increasing the significance of the heritage asset. Its formulation to supersede any existing literature is a response to the requirements of NPPF, and it is prepared in accordance with the policies contained therein.

#### **1.5 Constraints**

The Examination Schools and its environs are subject to various constraints imposed by Oxford City Council:

- HE.2 – Archaeology Area: Any planning applications must incorporate sufficient information to define the character and extent of potential archaeological deposits, including the results of fieldwork evaluations.
- CP.3 – Limiting the Need to Travel: New development will be limited to accessible locations on previously developed sites.
- HE.9 – High Building Areas: Planning permission will not be granted for any development within a 1,200 metre radius of Carfax which exceeds 18.2m in height, except for minor elements of no bulk.
- TR.3, TR.11, TR.12 – Car Parking Standards: The City Council will not allow any significant increase in the overall number of car-parking spaces in the Transport Central Area or development that provides an inappropriate level of car-parking spaces. It will attempt to reduce the level of non-residential car parking.

- The City of Oxford Smoke Control Order No.1: It is an offence to emit smoke from a chimney of a building, from a furnace, or from any fixed boiler if located in a designated smoke control area.
- HE.7 – Conservation Areas: The Central (City and University) Conservation Area: Planning permission will only be granted for development that preserves or enhances the special character and appearance of the conservation areas or their setting. All trees in Conservation Areas with stem diameters greater than 75mm at 1.5m off the ground are protected.



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UNDERSTANDING THE SITE

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## 2 UNDERSTANDING THE SITE

### 2.1 History of the Site and University<sup>1</sup>

The site of Oxford has experienced sporadic settlement since the Neolithic period. Bronze Age barrows have been found in the University Parks (linear barrow cemetery) and in the Science Area (double-ditched barrow). Oxford has had a continuous history of occupation since at least the 8<sup>th</sup> Century AD. The University of Oxford itself has a long-standing tradition of exceptional education: Able to trace its roots to the 11<sup>th</sup> Century, it is known to be the oldest university in the English-speaking world.

The area around the Examination Schools was beside the eastern gate of the mediaeval city of Oxford and has been extensively developed over the last 800 years. Merton College was founded in 1264 and was in its current location, just to the southwest of the Examination Schools, by 1274. St. Edmund Hall was founded to the north in 1278-1317, close to the 12<sup>th</sup>-century church of St. Peter-in-the-East which now operates as the college's library. University College was founded in 1249 and obtained its current property, on the southern side of High Street, in 1332. In 1903, Henry Wilkinson Moore's Durham building replaced 88-89 High Street, and the bridge over Logic Lane, connecting the building to University College-proper, was constructed in the following year. The Queen's College was founded to the north of the Examination Schools in 1340/1, being extensively rebuilt in the 18<sup>th</sup> Century, refaced in c.1905, and the cupola reconstructed in 1910. Magdalen College was founded in 1458, and has occupied its current location, just outside the mediaeval city of Oxford, since 1474. The Eastgate Hotel has occupied the corner of Merton Street (previously King Street) and High Street since 1605. The current building was constructed in 1900 in a 17<sup>th</sup>-century style to a design by E.P. Warren; it was extended along Merton Street to its current extent in 1965. When the Examination Schools was constructed on High Street the area as a whole was already heavily developed to an extent not dissimilar to its current form.

The site in upon which the Examination Schools now stands is situated in the southeast of Oxford, just within the borders of the mediaeval city. Various examples of mediaeval pottery have been identified from the site, including a fine example of an early-12<sup>th</sup>-century East Anglian Stamford Ware pitcher, now housed in the British Museum. The site housed a small inn called the Tabard from 1391, which was enlarged by Magdalen College and renamed the Angel in 1510. The inn reached its final form when it was rebuilt in 1663. The Angel Hotel, along with the Mitre, was one of Oxford's most important coaching inns and played host to royalty from throughout Europe throughout the 17<sup>th</sup> and 18<sup>th</sup> Centuries. In 1830, nine coaches a day left the Angel Hotel, but the rise of the railway damaged its trade and the failing business was put up for sale in 1855, before closing in 1865. The western extent of the Angel Hotel survives in the form of 83 and 84 High Street, but the majority of the building (and three shops, 74-76 High Street, to the east) was demolished in 1876 to make way for the new Examination Schools.

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<sup>1</sup>A short chronology of the Examination Schools can be found in **Appendix 3**.

The Examination Schools was completed in 1882. Shortly afterwards, T.G. Jackson was commissioned to design the Delegacy of non-Collegiate Students in the then-vacant space (74-76 High Street) immediately to the east of the High Street frontage to Examination Schools. This was completed in a Tudor-Gothic style in 1886-8, and now houses the Ruskin School of Drawing and Fine Art. Whilst the buildings are distinct from one another in style, they are harmonious and clearly the work of the same architect. The buildings share a courtyard, which is now occupied by a glass extension housing the disabled access, and there is direct access between the two buildings through a door located in the adjoining rear wall of the Ruskin School.

## 2.2 Construction and Subsequent History of the Examination Schools

Mid-to-late 19<sup>th</sup>-century Oxford was a battleground between two major movements within the University: educational reformers (who favoured inclusivity and undergraduate teaching) and conservative “researchers.” The new University Statutes of 1849-50 replaced most oral examinations with written equivalents, whilst the number of undergraduates studying at Oxford doubled between 1820 and 1900; it was the desire of the University’s “party of progress” that a dedicated building for undergraduate teaching and examination be built to cater for these growing numbers and changing aims.<sup>2</sup>

The most important event for Thomas Graham Jackson’s relationship with Oxford came in 1876 when he won the competition to design the new Examination Schools. This was somewhat of a surprise, as the list of competitors featured ‘nearly every eminent Victorian architect,’ and Jackson had never built in Oxford before;<sup>3</sup> moreover, Jackson’s entry was the only design in a non-Gothic style. This represented a victory for the University’s “progressive party,” led by Benjamin Jowett (Master of Balliol from 1871 until his death in 1893), of which Jackson was a firm supporter: ‘My sympathies were all with the party of progress.’<sup>4</sup>

The architectural historian William Whyte has argued that Jackson’s 1876 commission, with its style so distinct from the Ruskinian Gothic ideal prized by the conservative factions, was intended as a clear indication of change:

*‘The “Anglo-Jackson” style... [was] taken by Oxford’s education reformers and used to identify their projects, mark their colleges, and symbolise the reformed university. In the process of reform, architecture was used as a rhetorical device, signifying difference...by their nature they [the Examination Schools] represented the needs of the “progressive party”’: lecturing and undergraduate examination. These aims were completely at odds with*

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<sup>2</sup> Tyack, G., *Oxford: An Architectural Guides* (New York, 1998) 249; Priest, J., (ed.), *The Illustrated History of Oxford University* (Oxford, 1993) 112-3.

<sup>3</sup> Whyte, W., *Oxford Jackson: Architecture, education, status, and style, 1835-1924* (Oxford, 2006) 98; Jackson had completed some minor alterations at Wadham and had produced an admired but unsuccessful design for the bell tower at Christ Church College.

<sup>4</sup> Jackson, T.G., *Recollections: The Life and Travels of a Victorian Architect* (Jackson, N., (ed.); London, 2003) 105.

the “Researchers” (led by Mark Pattison, Rector of Lincoln College from 1861) and the most-conservative “Non-Placet Society” (led by the reactionary James Bellamy, President of St. John’s College from 1871).<sup>5</sup>

Jackson describes the lead up to the construction of the Schools in his memoirs:

*‘For many years the University of Oxford had been considering the question of providing new schools for their examinations. The old Schools in which I had been examined were in Bodley’s building, round the quadrangle of which the Bodleian Library occupied the two upper storeys...It came in fact to a struggle, which of the two – Schools or Library – should turn out to make way for the other. To move the library of over 300,000 volumes to new quarters, to rearrange it and make a new catalogue, was a task too formidable to be faced and consequently new schools were decided upon. It was to be a large undertaking, for 1,500 men were at times under examination together, and the leading architects of the day were consulted. There were several competitions...At one time Deane’s plan was chosen by the Delegacy, but upset in Convocation and a fresh competition invited...A third competition was resolved upon...My competitors were Deane (his third attempt), Bodley, John Scott, and Champneys...One or two of my competitors, I remember, lunched with me in Common room at Wadham and we had a good deal of talk together. Everybody told us it would absolutely useless to design in any style but Gothic. Bodley had lately ventured on a kind of French Renaissance in his office for the School Board on the new Thames Embankment, and I remember well his saying as we came away in the train, “I have half a mind after all to do it in Renaissance.” “It’s quite hopeless,” said I, “you will only waste your time and spoil your chance.” And so I set to work on my design in Gothic and the more I did the less I liked it. The thing wouldn’t come at all, and I began to despair. Before my eyes seemed to come the haunting vision of Elizabethan and Jacobean work, and especially of those long mullioned and transomed windows at Kirby Hall in Northamptonshire; and finally I gave up all I had done and started afresh in a sort of Renaissance style and everything seemed to go smoothly and I got long windows in my great hall facing the High. I found the style, being more purely domestic, lent itself much better to the purpose of such a building as this.*

*The Gothic style suggested a collection of fine college halls for the examination rooms and the designs of my competitors naturally took that form... It seemed to me that that sort of design was eminently unsuitable for examination, where strict supervision was essential, and that what was wanted was not halls but rooms, and so in the end thought the Delegates.’<sup>6</sup>*

The construction of the Schools necessitated the demolition of various shops between 74 and 82 High Street, and the 17<sup>th</sup>-century Angel Hotel at 79-82 High Street in 1876. The clearance of the space allowed for an archaeological survey of the area, some of the finds from which were later studied by R.L.S. Bruce-Mitford.<sup>7</sup> The Schools were constructed between 1876

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<sup>5</sup> Whyte, W., *Oxford Jackson: Architecture, education, status, and style, 1835-1924* (Oxford, 2006) 89, 90-92.

<sup>6</sup> Jackson, T.G., *Recollections: The Life and Travels of a Victorian Architect* (Jackson, N., (ed.); London, 2003) 110-112.

<sup>7</sup> E.g. Bruce-Mitford, R.L.S., and Jope, E.M., “Eleventh and Twelfth Century Pottery from the Oxford Region” in *Oxoniensia* V (1940) 42-49.

and 1882, with an initial budget of £50,000. The elaborate decoration, including carved stonework, mosaic, and moulded plaster, meant that the building soon went over budget; there are various estimates for the final cost: Pevsner gives a figure of £98,400; whilst Howell gives a sum of £107,000, or £180,000 including interest payments (perhaps £10,000,000 in modern money accounting for inflation).<sup>8</sup> In a speech deploring the state of the University's archaeological collections, Sir Arthur Evans (1851-1941), Keeper of the Ashmolean Museum, bemoaned 'the scandalous way in which the University has been impoverished in order to build its Marble Palace of Examinations.'<sup>9</sup>

Much of the interior of the building was wood panelled, as described by Jackson in his original competition entry:

*'The woodwork would be Baltic fir, with pitch-pine for the principal timbers on account of its greater scantling and its superior durability, in which quality it approaches oak.*

*Possibly oak might be afforded for some of the wall panelling, but for the greater part of the work I should propose to use deal painted in carefully selected colours.'*<sup>10</sup>

For the most part the building was left unpainted, emphasising the natural quality of the materials used, though in some areas there is evidence for wood- or stone-coloured paints being applied in order to imitate other materials. The plaster work was finished in an off white, with a purer white on the ceiling plaster.<sup>11</sup>

The Examination Schools were put quickly into use following their completion in 1882. A photograph of 1885 shows the schools set up for examination much as they appear today.<sup>12</sup> The splendid nature of the Schools meant that from their earliest days they were used for grand receptions, concerts, and the like. This was immediately to the chagrin of the old guard conservatives within the University, who had deplored the construction of Schools in the first place:

*'For both men [J. Ruskin and E.A. Freeman], Jackson's work was synonymous with a changed and alien Oxford: a feminised Oxford filled with women who have brought with them "a foolish imitation of London ways, London hours, and much that was unknown in the simpler days of old" [Freeman]...Together, Ruskin and Freeman focused on the ephemeral uses of the Schools, and used a symbol of decadence, femininity, and frivolity to undermine the value of Jackson's building. It was seen not just as corrupt but as a corrupting architecture.'*<sup>13</sup>

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<sup>8</sup> Pevsner, N., and Sherwood, J., *Buildings of England: Oxfordshire* (Harmondsworth, 1974) 267; Howell, P., "Oxford Architecture, 1800-1914", in Brock, M.G., and Curthoys, M.C., (eds.), *The History of the University of Oxford, Vol. VII* (Oxford, 2000) 749; and <http://www.nationalarchives.gov.uk/currency/>, accessed 23<sup>rd</sup> February 2011.

<sup>9</sup> Priest, J., (ed.), *The Illustrated History of Oxford University* (Oxford, 1993) 174.

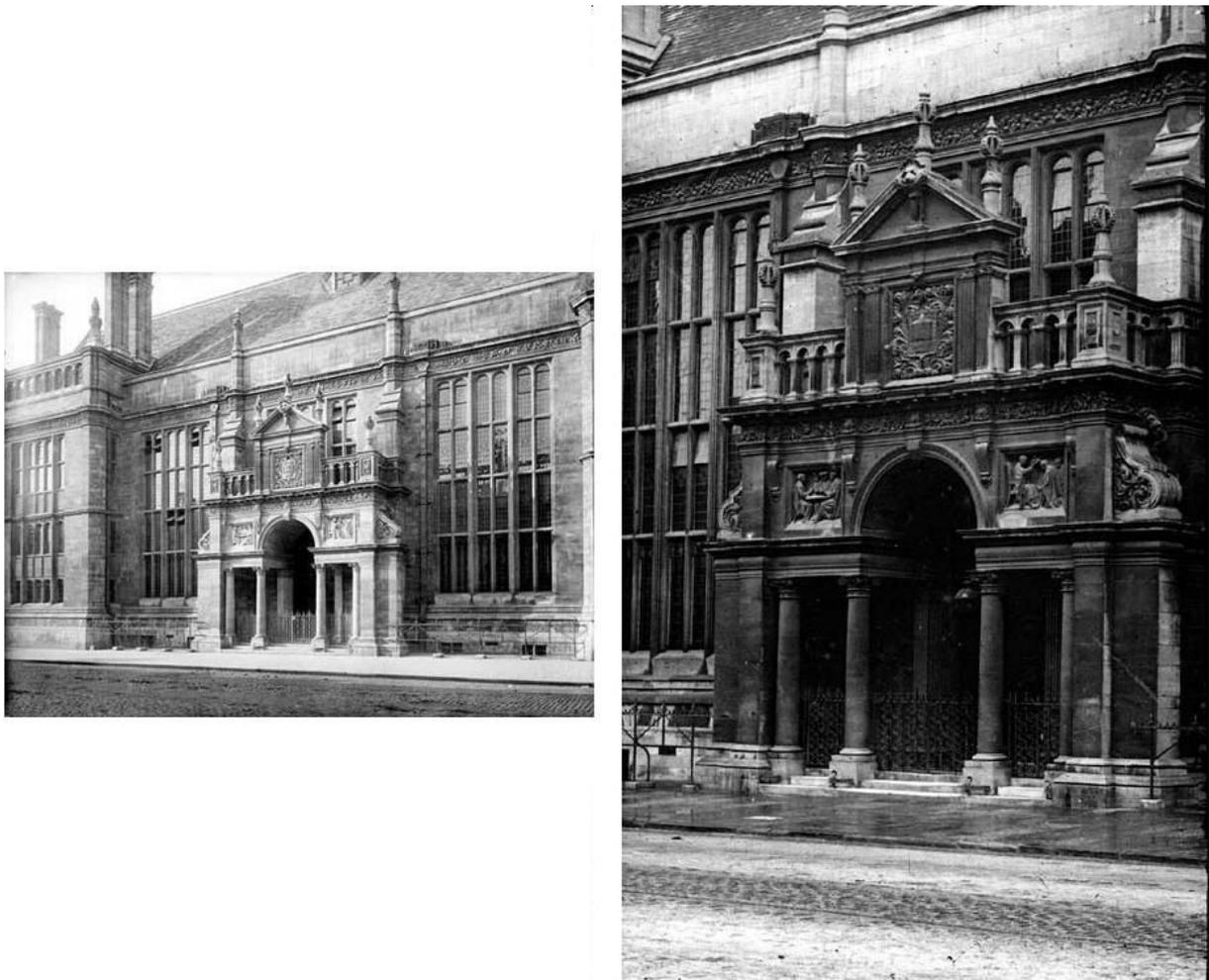
<sup>10</sup> Jackson, T.G., *Proposed New Examination Schools for the University of Oxford: Description of Design Submitted in Competition* (1875).

<sup>11</sup> Katkov, M., *Examination Schools: Paint Investigations, March 2012* (Report, 2012).

<sup>12</sup> Priest, J., (ed.), *The Illustrated History of Oxford University* (Oxford, 1993) 70.

<sup>13</sup> Whyte, W., *Oxford Jackson: Architecture, education, status, and style, 1835-1924* (Oxford, 2006) 101.

The Clipsham stone of the High Street frontage quickly became rather dirty as can be seen from a comparison of a photograph taken shortly after the construction and of another taken about 20 years later (**Figure 2**). Examination of a similar photo taken in 1950 shows that by this point the frontage has been cleaned, the porch's railings (visible in the earlier pictures, though not present in the original designs) have been removed, and a globular hanging light (no longer extant) has been fitted. The lightwells and railings along the central range, which can be seen in both images in **Figure 2** are interestingly no longer extant. The lightwells would have made the basement rooms at the front of the building far more functional, and their location is now generally occupied by parked bicycles.



**Figure 2. Left: the High Street frontage to the Examination Schools in 1885. Right: the High Street frontage to the Examination Schools in c.1900-10.**

During the Great War the Schools were utilised as the 3<sup>rd</sup> Southern General military hospital, with the writing schools being set up as wards to house 336 officers and 1210 of other ranks from the Territorial Forces. As Oxford was nearly empty of undergraduates during the War, this function was not disruptive to the examination process. It served as a hospital again during the Second World War, the writing schools being painted an “institutional” cream and green for this use. This seems to have been the first paint scheme applied to the building and

it was rather indiscriminate, being an oil-based paint (easier for wiping down) and covering decorative elements and walls alike.<sup>14</sup> The attic of the Schools housed the English Faculty Library from some time after its foundation in 1914 until its relocation to the St. Cross Building in 1965.

Other than its brief sojourn as a hospital, the function of the Examination Schools has not changed a great deal in its c.130-year history; consequently, internal alteration has been rather limited. AV technology has been fitted as required, including monitors in the great hall replacing the perforated notice board that previously hung there (not original), and projectors in the lecture rooms. In 1986 a handrail was fitted to the east stairs in order to make them more accessible. In 1996 the timber staircase from the Luncheon Room off the great hall leading to the original caretakers flat (converted into neutral office space), along with an accompanying stone staircase to the basement, was demolished and replaced with a passenger lift to improve accessibility.<sup>15</sup> A new staircase was constructed to serve a re-arranged staff flat.



**Figure 3. The Examination Schools in 2010, orientated with South at the top of the image.**

The internal fireplaces in many of the peripheral areas of the building were sealed up at some point in the late 20<sup>th</sup>/early 21<sup>st</sup> Century. In 2007 an external ramp was constructed alongside the eastern side of High Street frontage to provide wheelchair access to the building-proper. A new extension was created in small eastern courtyard between the Examination Schools

<sup>14</sup> <http://www.oxfordtoday.ox.ac.uk/2002-03/v15n3/07.shtml>, accessed 03.03.2011; Katkov, M., *Examination Schools: Paint Investigations*, March 2012 (Report, 2012).

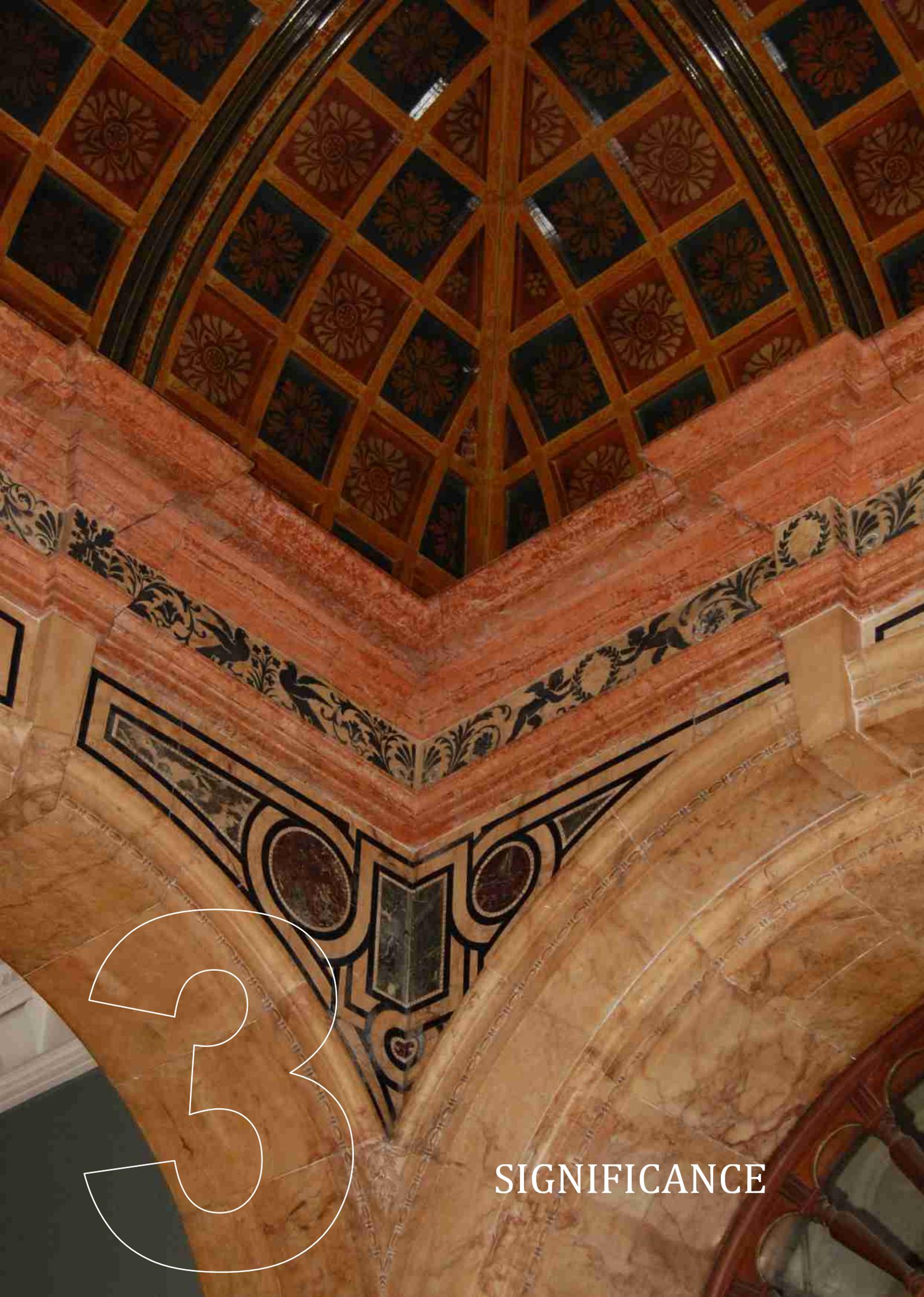
<sup>15</sup> Jackson's original competition design pamphlet justifies this positioning (of caretaker's flat above luncheon room) as it allowed for the caretaker's wife to cook the lunches in the flat and bring them down to the fellows. It is an interesting indictment of the times that it seemed assumed both that the caretaker would be married and that his wife would have nothing better to do than serve lunch to academics.

and the Ruskin School of Drawing and Fine Art. This is an unobtrusive, glass-roofed erection housing two lifts between the basement and ground floor. The female lavatories in the basement were refitted, and a basement-level disabled lavatory installed. A partition wall was also removed from one of the eastern ground-floor offices, though it was retained at cornice level to demarcate its previous location. In the rooms off the western courtyard, between the Examination Schools and the Oxford Bus Company at 83 High Street, partition walls were removed (on both the ground and first floor) in order to create more open, neutral spaces allowing for flexible utility. At the same time, the female lavatories (155.10.12) south of the entrance hall were converted into an office and antechamber, which was subsequently used for the sorting of mail. The two elements of this space were subsequently converted into a Student Advice Room (155.10.12a) and dedicated waiting room (155.10.12b) in 2010.

In December 2010 planning permission was granted for the alteration of the female lavatories on the lower-ground floor in order to incorporate a shower, involving the removal of modern partitions and the insertion of new partitions.

Recent (February 2011) conservation work has been undertaken on the High Street frontage, consisting of cleaning to the stone work and rainwater goods, and maintenance work to the roofs and cupola.

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SIGNIFICANCE

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### 3 SIGNIFICANCE

NPPF paragraph 128 specifies that in assessing planning applications:

*‘Local planning authorities should require an applicant to provide a description of the significance of any heritage assets affected including any contribution made by their setting.’*

The significance of the Examination Schools has been publically recognised by its designation as a Grade II listed building in 1954, and the further individual Grade II listing of constituent elements in 1972 (see **Appendix 1**); and it was included in Oxford City Council’s designation of its Central (City and University) Conservation Area in 1971, and in its subsequent revisions in 1974, 1981, 1985, and 1998 (see **Appendix 2**).

#### 3.1 Significance as part of the High Street, the City Centre, and the Central (City and University) Conservation Area

Oxford High Street is one of the most significant architectural spaces in the world. Its combination of civic buildings, commercial structures, colleges, and university buildings (all with some historical character and significance) is not replicated on such a scale anywhere else, even in the nearest equivalent, which might be Trumpington Street in Cambridge.

The character is not simple, as it is formed from a combination of all these disparate factors. Despite its varied and lauded educational institutions, the preponderance of commercial establishments (and of shoppers and tourists on an average day) prevents the High Street from being characterised as an academic space. It represents that relationship which defines Oxford beyond all other university towns: the dichotomy between City and University.

The Examination Schools is one of the newer buildings on High Street, though all the others have undergone alteration or restoration of some kind since the construction of the Schools in 1882. Some (though not the majority) of the commercial buildings are newer, for instance the Eastgate Hotel’s current building was constructed in 1900, and 46-47 were actually built in 1975 in a late-18<sup>th</sup>-century style; however, most of the University and Collegiate buildings predate the Examination Schools, some notable exceptions being (of course) the Ruskin School of Drawing and Fine Art (1886), University College’s Durham building (1903), Oriel College’s Rhodes Building (1911), and Jackson’s work on Brasenose’s New Quadrangle (1881-6).

The Clipsham Stone of the exterior elevations of the Examination Schools (the first use of this stone in the city) no longer has the shocking effect on the surroundings or viewer that it once must have had. This is, if anything, testament to its success; its character was seen to be of such quality that Clipsham came to dominate both future construction and subsequent repairs and renovations to the exterior faces of existing buildings throughout the city: ‘This is

why the regular description of Oxford by William Morris and others as “grey” now seems puzzling’ (see **Section 3.2.1**).<sup>16</sup>

Due to the south-eastern curve of High Street, and the fact that the Examination Schools’ frontage does not protrude beyond the line of the surrounding buildings, the building cannot be seen from a distance if approaching from the city centre; it is somewhat homogenised – though forming an important constituent element – into the general mass of grand and historical buildings at the far end of High Street. Equally, if one approaches from the eastern end of High Street they are confronted with the Ruskin School of Drawing and Fine Art, which, whilst very fine, obscures the originally-intended view of the northern wing of the Examination Schools. This lessens the effect that the Schools have on the character of the surrounding area.

From directly opposite the Examination Schools (roughly in front of 46-47 High Street), the full impact of the High Street elevation can be enjoyed. The Venetian-arched porch and the long, mullioned and transomed windows, framed by the impression of protruding wings to the east and the west, presents an imposing façade, quite distinct from the Merton Street elevations, which themselves project a sense of grand Tudor domesticity. The High Street frontage has a more official character, its long windows lending it a slight ecclesiastical feel (though in no way to the extent of some of the Gothic designs submitted by Jackson’s fellow competitors), but in its massing it feels like nothing so much as the Divinity Schools at Broad Street (though replacing the massive buttresses with the addition of a grand, projecting entrance). In many ways the High Street frontage is merely a façade (albeit one containing a fabulous hall), ingeniously masking the fact that the building-proper is orientated towards Merton Street; however, it remains, and is intended as, the main entrance to the building; there is no equivalent entrance from the quadrangle to the building-proper, which itself contains no waiting area (as exhibited by the need to erect a marquee in the quadrangle every summer to accommodate waiting examinees). The cupola is a rather grand and well-detailed undertaking (the dragon’s head decorations even exhibit moving tongues, despite these being near-impossible to view except during maintenance work), but due to the building’s location it is difficult to view from anywhere but directly opposite the front of the structure.

The Examination Schools is one of a series of significant heritage assets that line the sides of High Street. For the most part these are listed in **Section 2.1** and include: the Ruskin School of Drawing and Fine Art (Grade II Listed); the Queen’s College (Grade I Listed); University College (Grade I Listed); All Souls College (Grade I Listed); Oriel College’s Rhodes Building (Grade II Listed); the University Church of St. Mary the Virgin (Grade I Listed); Brasenose’s New Quadrangle (Grade II Listed); and Lincoln College library (All Saints Church; Grade I Listed). Many of the smaller shops and businesses are also of architectural value, though less grand, and are separately listed. This fantastic portfolio of buildings interacts excellently to create one of the most significant architectural spaces in the world. There is little place for individual glory within such august company, and the impact of the

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<sup>16</sup> Howell, P., ‘Oxford Architecture, 1800-1914,’ in Brock, M.G., and Curthoys, M.C., (eds.), *The History of the University of Oxford, Vol. VII* (Oxford, 2000) 749.

Examination Schools is not such that it rises above its rôle as an important constituent element in the contemporary drama of this area. Of course, this underestimates its historical significance in paving the way for the current state of the surrounding buildings, the rise of Jackson, and the breaking of the hold of Gothicism over Oxford's architecture.

### 3.2 Architectural Significance

The Examination Schools was the first and most significant building in Oxford by the city's most important 19<sup>th</sup>-century architect, T.G. Jackson. Externally it is constructed of yellowish Clipsham stone. The High Street frontage consists of two projecting wings and a central range, and it is adorned with 5 bays of 2-storeyed, 5-light mullioned and transomed windows. The design for these is borrowed directly, as Jackson freely attests, from Kirby Hall in Northamptonshire. The central range is surmounted with an elaborate Venetian-arched porch elaborated with detailed carving (by Farmer and Brindley), including one panel showing the conferment of degrees, which Sir John Betjeman described as 'an undergraduate being hit over the head' and 'worthy of note.'<sup>17</sup> The blackened cupola rises above the roof, barely of a height to compete with the city's myriad spires but providing a high-level counterpoint to the grand Venetian-arched porch.

The Ruskin School of Drawing and Fine Art obscures the eastern elevation of the Examination Schools as one approaches from the north, and destroys its appearance as an impressive, individual building separate from those surrounding it; however, it also adds a sense of symmetry to the north elevation which is not afforded by the original design because of the extent of the northern wing of the building-proper. This actually allows the High Street elevation to operate visually as a distinct space; presumably this was intended by Jackson, hence the distinctiveness of the Ruskin's design from that of the Schools.

The Merton Street frontage follows a similar form to the High Street elevation, all long mullioned and transomed windows and tall chimneys; however, its massing, with a relatively short central range with massive wings projecting from the northern and southern ends, gives it a far different feel, as intended; that of a noble Tudor house. The "tower of orders" evokes the grand entrance at the 16<sup>th</sup>-century Kirby Hall, Jackson's very inspiration, most notably in its use of framing engaged columns. Its clock was not fitted until 1978, before which there was merely a blank recess awaiting it. The quadrangle, originally with an inscribed circular path, is also evocative of Kirby. The cast and wrought-iron railings along Merton Street are of some significance in themselves, certainly adding to the character of the quadrangle, and are separately Grade II Listed.

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<sup>17</sup> Betjeman, J., *An Oxford University Chest* (London, 1938) 139.

### 3.2.1 Sir Thomas Graham Jackson

During his lifetime, Sir Thomas Graham Jackson was one of the most influential architectural writers alive, and he is arguably the most influential architect in Oxford's history. Despite international fame and widespread acclaim from his contemporaries, he was largely discounted for perhaps half a century following his death in 1924; however, recent decades have seen a renewal of popularity and a new-found understanding of his contribution to the development of modern Oxford and of architecture in general.

Jackson was born in 1835 and was educated at Brighton College, before reading Greats at Wadham College, Oxford. He graduated with Third Class Honours in 1858, and entered Sir Gilbert Scott's architectural practice at 20 Spring Gardens, London, in October of the same year. After falling out with Scott (after an anonymously-penned critique was wrongly attributed to him) he opened a shared practice in 1861 and his own practice in 1864, exhibiting at the Royal Academy for the first time in 1873. In 1865 he was elected a full Fellow of Wadham College. He wrote and published widely, and his *Modern Gothic Architecture* (London, 1873) was the most influential architectural work of the period.

Following the success of the Examination Schools, Jackson's contacts amongst the "party of progress" found him continued work throughout Oxford. He continued to work widely in the city, influencing both Town and University architecture, and when he received his honorary doctorate in June 1911 the Professor of Poetry, John William Mackhail, acclaimed him as the man who: '...might rightly be called...the creator of modern Oxford.'

It was both Jackson's application of materials and his progressive style in the execution of the Examination Schools that influenced subsequent architectural developments in Oxford. The use of Clipsham stone was an innovation in the city, as was its combination with Bladon rubble (which Jackson used for the rear elevations at the Schools):

*'These materials were not only attractive in themselves; both also proved resistant to ever-increasing pollution, and they were used in most of Oxford's new University buildings of the late 19<sup>th</sup> and early 20<sup>th</sup> Centuries. When Jackson was asked in 1878-84 to replace the decayed Headington ashlar on the upper floors of the Old Schools he again used Clipsham stone, setting a precedent which has been followed over and over again down recent times.'*<sup>18</sup>

By the 19<sup>th</sup> Century, Headington freestone, and even hardstone, once the primary building materials in Oxford, were almost entirely out of use for new buildings. The weathering properties of the Headington stones were understood to be poor by this point, especially in the wake of increasing levels of atmospheric pollution. This problem was exacerbated by the fact that from the mid-18<sup>th</sup> Century the quality of the stone quarried in Headington had fallen dramatically.<sup>19</sup>

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<sup>18</sup> Tyack, G., *Oxford: An Architectural Guide* (New York, 1998) 251.

<sup>19</sup> Arkell, W.J., *Oxford Stone* (London, 1947) 43-53.

The influence of Jackson's work on the Examination Schools has certainly been sufficient to ensure that Clipsham has since become one of the dominant building stones in Oxford, providing an attractive and functional alternative to Headington. A few examples of the use of Clipsham include: refacing on St. Mary the Virgin in 1892-6; the twin towers at All Souls, rebuilt in Clipsham in 1902-6; refacing of Balliol in 1905 and the 1950s; the bell turret and cupola of the Queen's College, rebuilt in Clipsham in 1911; the Canterbury Quadrangle of St. John's College, fully refaced in 1922-36; Nuffield College constructed in Clipsham (by this point in an attempt to integrate with the city's traditional buildings!) in the 1950s; even the Sheldonian Theatre was partially refaced in Clipsham in 1958-63 – Clipsham was truly accepted as *the* "Oxford stone."

Jackson's Tudor-influenced style, dubbed "Anglo-Jackson" (Sir John Betjeman characterised it as "Jacobethan") also had a profound influence on the subsequent development of the city.<sup>20</sup>

*'Within five years of the completion of the Schools, Freeman was forced to admit that Magdalen College and New College were "the only two bodies who have not bowed the knee to Baal," and adopted the architecture of progress. All over the city, colleges were striking "Anglo-Jackson" attitudes. Part of this was the inevitable effect of the Schools.'*<sup>21</sup>

Jackson was certainly in great demand following his success with the Examination Schools, his subsequent projects include: buildings for Corpus Christi College in 1879; for Trinity College in 1880; the High School for Boys in 1879-1881; various new buildings for Brasenose College (1880-1909); the Cricket Pavilion in the University Parks (1880-1); a new block for Somerville College in 1881-2; various works for Hertford College including the Catte Street elevation, the North Quadrangle, and the vaunted "Bridge of Sighs" (1884-1914); a new wing to Northgate House (the Acland Nursing Home) in 1895-6; the Radcliffe Science Library in 1897; and the Electrical Laboratory in 1908-10. His style continued to develop throughout his career, incorporating disparate influences in a distinctive manner. Jackson's design had won the most important commission in a period of great commissions, and set the precedent for the abandonment of the Gothic style in large projects. This paved the way for the eclectic mix of styles that Oxford enjoys today.

### 3.3 Archaeological Significance

As noted above (**Section 2.2**) the site of the Examination Schools was excavated to some depth prior to its construction, producing some archaeological finds, notably pottery, as should be expected of a site with such a long history of occupation.

Jackson describes how a series of pits were found during these excavations:

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<sup>20</sup> Betjeman, J., *An Oxford University Chest* (London, 1938) 139.

<sup>21</sup> Whyte, W., *Oxford Jackson: Architecture, education, status, and style, 1835-1924* (Oxford, 2006) 101.

*‘The clerk of works I engaged was Robert Edwards, a Welshman, a very intelligent man with tasks and knowledge of geology and antiquities far beyond his station. In digging foundations the gravel was found to be hollowed out into circular pits, many of them with hard-trodden floors, and Edwards with many others believed an ancient British village of pit dwellings was discovered. Professor Rolleston, however, wouldn’t have it, and in fact I found the same state of things everywhere else in and round about Oxford when digging for foundations.’<sup>22</sup>*

The site has a long history of occupation, especially as the site of the important Angel Hotel; however, it is likely that the majority of significant material was destroyed during the 1877 demolitions and excavations, which, needless to say, were not conducted to modern archaeological standards. Most of the finds found their way to local dealers so were not satisfactorily recorded.<sup>23</sup> The Schools remains within the local authority’s City Centre Archaeology Area, and as Oxford has a long history of occupation (with late-third-millennium-BC barrows having been found in the University Parks area) it is possible that material may survive at deeper stratigraphic layers, and especially in the quadrangle where excavation was likely less intensive.



**Figure 4. Archaeological excavations prior to construction. H.W. Taunt, 1877.**

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<sup>22</sup> Jackson, T.G., *Recollections: The Life and Travels of a Victorian Architect* (Jackson, N., (ed.); London, 2003) 119.

<sup>23</sup> Bruce-Mitford, R.L.S., and Jope, E.M., “Eleventh and Twelfth Century Pottery from the Oxford Region” in *Oxoniensia* V (1940) 42-49.

### 3.4 Significance as a Teaching and Examination Space

The Examination Schools serves the University in two highly-significant functions, by providing both its primary lecture space and its primary examination space. Oxford University still uses unseen, written examination as the chief form of assessment in all its undergraduate degrees and as a major component of its taught master's programmes. The Examination Schools can sit 1,100 students at a time, with Ewert House in Summertown providing a further 400 seats, making the Schools by far the largest examination space in the University. During examination periods the building averages 700 candidates each morning and afternoon (though running at capacity at peak times) with perhaps 250,000 script booklets being laid out every year. As well as serving as a vital space for the functioning of the University, the Schools serves a ceremonial function in a way that a modern structure could not:

*'This lavish decoration of an essentially utilitarian structure can partly be explained by the dictates of official entertaining, but it also reflects an academic system which ritualises examinations as the ultimate goal of a student's career; even... [today] both students and dons still appear for examinations in full academic costume.'*<sup>24</sup>

The Examination Schools is the only building in the University that can fulfil this dual rôle of functional capacity and ceremonial space, maintaining the character of the Oxford examination; something vital to the perceived image of the University. The building also serves as an examination space for other educational institutions (such as private language schools and the Open University) that operate in the city.

As a teaching space the Schools hosts 1,800 lectures a term, with over 1,000 students coming and going each hour during term-time opening. There are various lecture facilities within the University which tend to be separated by departments, but few spaces have the overall capacity and varied room capacities of the Examination Schools, making it the primary centralised lecture space for the University as a whole.

On top of all this, the building also garners valuable revenue by offering conference facilities and hosting wedding receptions. It also houses a substantial portion of the University's archives in its basement, providing storage and working space for the archive staff.

The building is still used as originally intended by Jackson and, other than brief spells as a hospital, has done so since its construction. The continued use of the Schools as a teaching and examination facility is vital to the long-term preservation of the building and for the maintenance of its heritage value. The future potential of the Schools to be used and enjoyed is an important generator of value and provides a continuing strong incentive to maintain the building in a conscientious and informed manner.

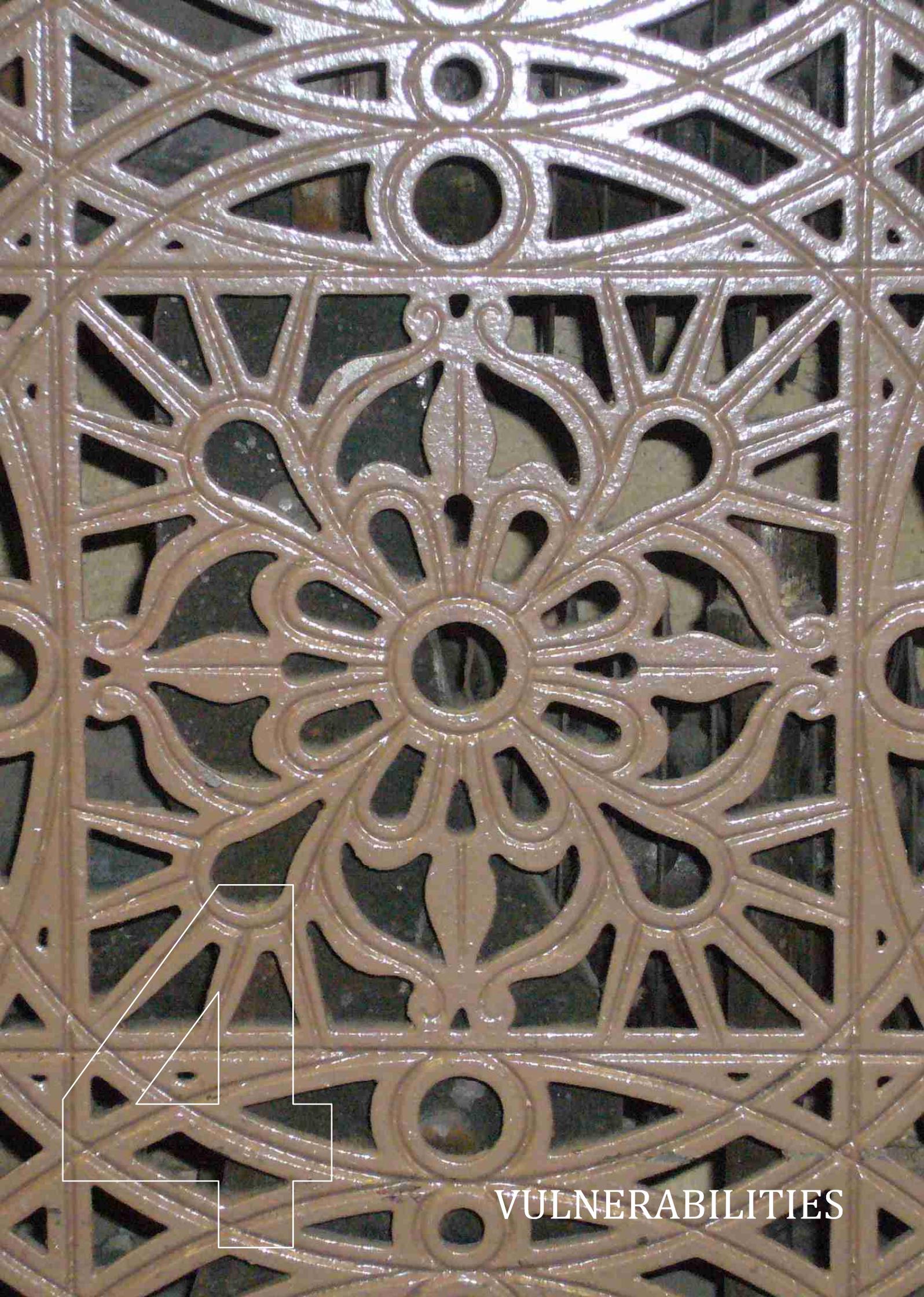
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<sup>24</sup> Tyack, G., *Oxford: An Architectural Guide* (New York, 1998) 251.

The building is indicative of Estates Services's success at managing its historic buildings as, with the hard work of the Schools' staff, it remains a fully-functioning examination and lecture space whilst retaining unblemished its historic character. Minor changes have been made to improve its utility, e.g. the installation of AV equipment in the writing schools and in the great hall, and the reconfiguration of some back of house spaces; however, for the most part little change has been required in order to allow the building to continue to operate as the University's primary lecture and examination space. Despite its architectural and historical significance, it remains a place of work, rather than a stagnant historic artefact. It is used on a daily basis by a large number of people who may enjoy but have no special interest in its historic value (and in the case of most examinees, probably have other things on their mind),<sup>25</sup> and as such should generally be perceived to continue to provide a high-quality working environment: The building's continued success in providing a high-quality, high-capacity location for lectures and examinations in Oxford remains one of its primary attributes.

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<sup>25</sup> '...a place which few Oxford men have entered save under compulsion and of which when entered, they have never studied the artistic merits.' Rice-Oxley, L., *Oxford Renowned* (3<sup>rd</sup> ed., 1947) 30.



VULNERABILITIES

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## 4 VULNERABILITIES

### **The Ability of the Examination Schools to Fulfil its Current Function**

The Examination Schools' current function as a lecture and examination space is its optimum viable use. The Examination Schools is a bespoke design based around its specific function and, other than the introduction of modern AV and communications technology, the requirements of teaching and examination spaces have actually not changed greatly since 1882. The alterations that have been required of this building in order for it to retain its current function are no greater than those that would be required for it to fulfil any form of modern utility, i.e. those related to communications technology, adequate plumbing and lavatory accommodation, disabled access, and some minor rearrangement of interior space to delineate new areas. The current use funds the upkeep and conservation of the heritage asset and ensures its continued existence and significance.

The continuity of this function is vital to the significance and upkeep of the Examination Schools into the future.

#### **4.1 Access**

The ability of the building to be accessed and used by as wide an audience as possible is central to its significance. The significance of the heritage asset is lessened if any person who wishes to legitimately use and enjoy the building is hampered in doing so by inadequate access.

The main entrance to the building is not suitable for disabled use as it has 2 steps, no potential for a handrail, and heavy doors. Disabled access is achieved via a ramp east of the main entrance on High Street, which then provides flat access to the ground floor. There is then lift access to the basement and first floor. The lift in the eastern courtyard only provides movement between the ground floor and the basement, so access to the upper floors involves crossing the length of the great hall. All public areas of the building are accessible for disabled users, but circulation routes are slightly longer than for users with full mobility. The greatest deficiency in the building's accessibility lies in the inability for disabled users to enter the building through the same portal as other users. The grand entrance experience, through the elaborate archway into the vertical majesty of the great hall, is a key element of the architectural enjoyment of this building, and this is denied to users lacking full mobility. This is unfortunately a limitation of the original design, as there is little scope for incorporating ramp access into the main entrance without detracting substantially from its character. Also, there are further steps separating the floor level of the great hall from the circulation corridors; as the great hall is one of the most architecturally significant spaces in the building its character would be vulnerable to the alterations required to make it truly accessible. Currently the platform lift in the eastern extension must be used to move between the great hall-proper and the concourse level.



**Figure 5. Top, steps to High Street entrance. Bottom, disabled lift access to the Great Hall's gallery**

## 4.2 Maintenance

### 4.2.1 Exterior Elevations and Setting

The northern elevation of the Examination Schools is one of its most significant architectural features. This is the primary elevation of the building and the one experienced by the most people as it faces onto the busy High Street. It was the first use of Clipsham stone in Oxford and holds a very prominent position on the High Street (see **Section 3.2**). The Merton Street elevations are also highly significant, creating a “stately home” character distinct from that engendered by the High Street elevation. Due to their location and set-back nature they are less prominent and are enjoyed by less people, yet they retain an impressive quality, arranged around an appropriately monumental approach across the quadrangle.

Both major frontages contribute heavily to their individual, and surprisingly distinct, settings; however, the High Street frontage is the aspect of the building appreciated by the greatest number of people and which contributes to the more significant landscape setting. The High Street elevation has aged well and is in excellent condition, but it is the most exposed face of the building and is open to weathering, erosion, potential vandalism, water ingress due to the stone parapet gutters, and (most relevantly) pollution: damage which could detract from the



**Figure 6. The south elevation following cleaning in 2011**



**Figure 7. The Merton Street elevation in 2011. The lawn has since been effectively remodelled**

significance of the heritage asset. The effect of pollution from the extensive motor-vehicle use on High Street is such that the northern elevation requires periodic sympathetic cleaning. These problems are less acute on the Merton Street frontage as it is set back from the road (which itself is not particularly busy) behind an iron screen, so is less vulnerable to both potential vandalism, and certain air pollutions.

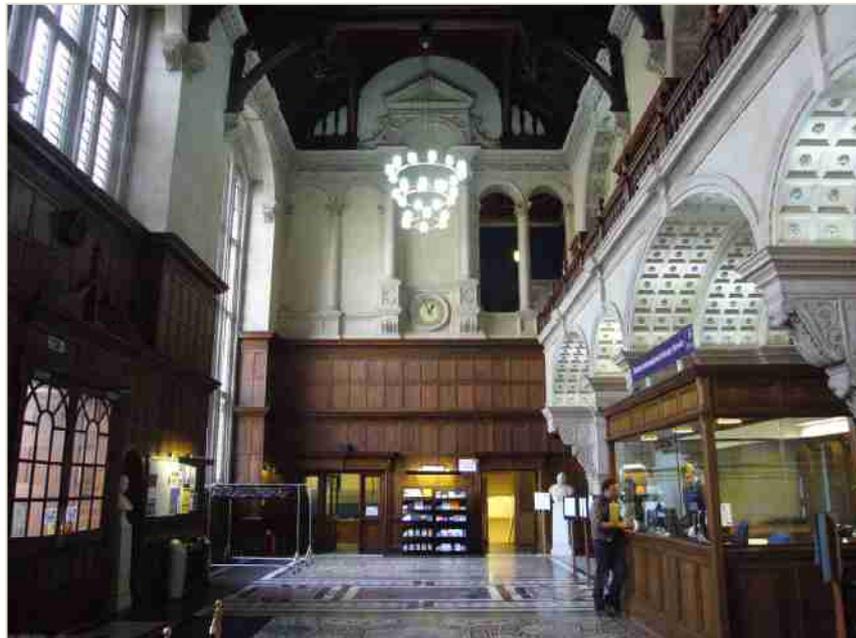
#### 4.2.2 Interior Layout, Fixtures, and Fittings

The interior layout has not changed greatly since the original design, with only minor alterations having occurred, for instance the removal of partition walls in the luncheon room area, and generally these have not been in significant spaces. This has allowed the building to retain much of its original character, as changes to the layout affect the integrity of the original design. The building is listed, which limits the scope for future alteration; however, some changes may be expected in the future as the building is brought up to necessary standards, especially regarding accessibility. If any such alterations do occur they should respect the character and layout of the original building.

Many of the building's original fixtures and fittings are extant and in place, meaning that parts of the interior have a unique character. As the Examination Schools is a Grade II listed building, any future interior alterations, or repairs made using non-original materials, will require listed building consent.

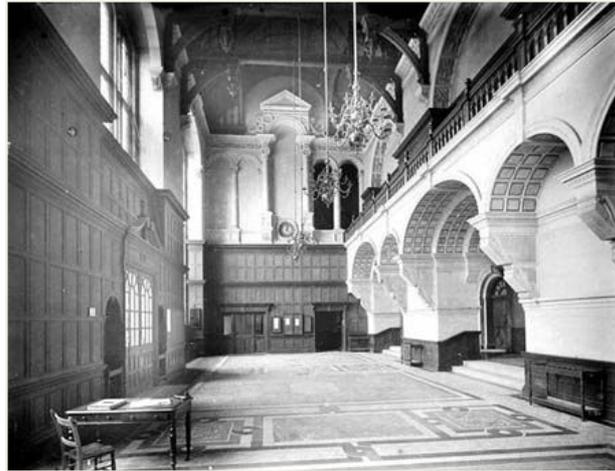
##### 4.2.2.1 The Great Hall

The Great Hall is the grandest and one of most significant areas in the Schools. It is a double-height space, rising the full extent of the building. It is panelled in oak and floored in a varied marble mosaic pavement with cast-iron gratings for the heating systems. The mosaic features three panels of interlocking circles of red and green tesserae with feature panels of specific stones, such



**Figure 8. The interior of the Great Hall in 2011**

as the Cipollino hexagon in the central pavement. The pavements are interspersed with rectangular feature panels of Levanto and square panels of floral borders around a diamond-shaped central faunal motif (two obliquely opposite panels showing a parrot and owl, and the other two showing a hare and tortoise). The panels and pavements are separated by a border of thick black outlining a concourse of alternating red and green diamonds.



**Figure 9. The Great Hall c.1885**

The hall operates on two levels separated by two steps. A concourse level, forming part of the ground floor's primary circulation space, is covered by the arched gallery which dominates the southern expanse of the room. The arches are supported by moulded brackets extruding from the interspersed piers. The brackets are decorated with depictions of academic disciplines such as arithmetic and geometry. The wood panelling in the main area only continues up to the gallery level on three sides, but continues higher on the southern wall. At the eastern end of the chamber there is a fitted electric clock (installed in 1891). The tie beam ceiling is an impressive sight, and is pierced in the centre by the orifice of the external lantern.

The student information booth visible on the right-hand side of **Figure 8** is a recent addition. The cloak racks, carpet runners, leaflet shelves, and *ad hoc* signage detract from the clean, open character of the space envisaged by the architect (**Figure 9**). The chandeliers are not original and feel somewhat anachronistic to the setting, certainly lacking the elegance of the original light fittings.

#### **4.2.2.2 North School**

The North Writing School is an L-shaped room with carved wooden panelling and a moulded plaster ceiling (with floral-framed medallions with faunal motifs) with white-painted wooden beams. The elaborate carved door and window cases are of note, as is the cast iron heating grille incorporated into a raised wooden bench around the perimeter of the room. There are two carved, wooden electrical clocks (fitted in 1891), visible from both projections of the room. The NW corner angle of the room houses a throne (the Chancellor's seat from the Old Schools with the sounding board from Wren's pulpit above it) and canopy. The North School houses a number of portraits including one of Sir Arthur Wellesley, 1<sup>st</sup> Duke of Wellington, which forms part of the University's collection.

The North School is fitted with a non-original blue-green carpet which provides the sound dampening required of an examination space. The bulbous light fittings are not original and, whilst functional, ultimately detract from the character of the space.



**Figure 10. View of the North Writing School looking southeast from the centre. Photograph by Ashley L. Hayden**

#### **4.2.2.3 South School**

The South Writing School is a T-shaped room, constructed to much the same specification as the North School, with: carved wooden panelling; under-bench heating grille; moulded plaster ceiling (though here finished in blue, with a uniform, square-inscribed diamond pattern bordered with a floral motif); white-painted wooden beams; and the non-original blue-green carpet. Like the North School it has elaborately-carved wooden door cases onto both the West Anteroom and the East Writing School. The window cases are of a type with those in the North School. There are three carved, wooden electrical clocks (fitted in 1891), visible for candidates from all three projections of the room. The South School houses a number of portraits, including one of Kaiser Wilhelm II which forms part of the University's collection. Wren's pulpit from the Divinity School (the sounding board of which can be seen over the throne in the North



**Figure 11. The South Writing Schools, photo facing northwest from the centre. Photograph by Ashley L. Hayden**

School) forms the Examiner's Throne at the southern end of the South School, where all the projections converge. This is often hidden behind a projector screen during presentations.



**Figure 12. The South Schools set up for examinations shortly after completion, photo facing northeast from the centre. Note the hanging chandeliers, which suit the space far better than the current fittings**

#### 4.2.2.4 East School

The East Writing School is the smallest of the schools, consisting of only a single linear hall. It is much of a type with the other writing schools, but on a smaller scale: with carved wooden panelling; under-bench heating grille; moulded plaster ceiling; white-painted wooden beams; and the non-original blue-green carpet. Its portraits include one of Chichester Parkinson-Fortescue, 2<sup>nd</sup> Lord Clermont and 1<sup>st</sup> Lord Carlingford, by Tissot, which forms part of the University's collection.



**Figure 13. The East Schools arranged for lectures**

#### 4.2.2.5 Viva Voce Schools

There are 11 Viva Voce Schools, 2 on the first floor and 9 on the ground floor. They are designed on a smaller, more intimate scale than the writing schools. They are all fitted with fireplaces, as expected at the time, though they do possess recessed heating grills, on a smaller scale than exhibited in the writing schools. The fireplaces are individually designed in each room, and all exhibit an elaborately



**Figure 14. Room 2 (School K) set up for examinations in 2011**

carved painted wooden (or in some cases Caen stone) surround, and a unique tile design. The wooden panelling in the Viva Voce Schools is the same design as that in the writing schools, though it is currently painted white. There are pedimented door cases, painted in line with the panelling. All the schools are fitted with electric clocks, fitted in 1891. The rooms still exist as useful spaces, utilised for seminars, Viva Voce examinations, and smaller written assessments that do not require the larger writing schools.

#### 4.2.2.6 Public corridors, halls, stairs, and circulation spaces

Along with the rest of the Examination Schools, the circulation spaces are of a remarkably high quality. The ground-floor corridors are tiled in a checkerboard pattern in some spaces, and in a more elaborate black and white pattern with a marble border elsewhere (e.g. **Figure 15**). There is white-painted



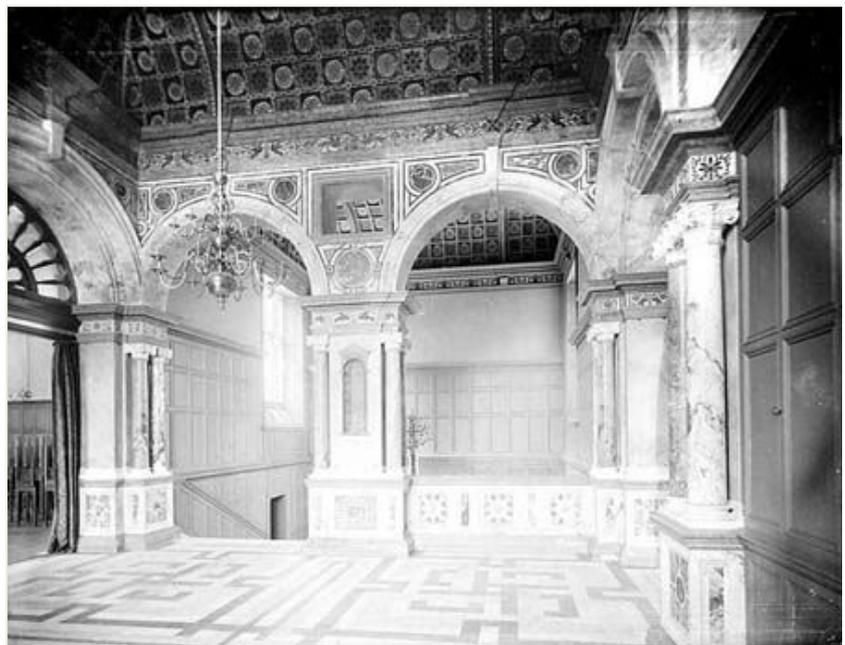
**Figure 15. The Northwest Hall on the ground floor in 2011**

wood panelling (in a style replicated in the Viva Voce Schools and Writing Schools) throughout the circulation areas, and elaborately-carved door cases. The ceilings are supported with detailed marble columns in the halls, and there are Caen or marble finishings on all the archways. Carved stonework is completed in Caen stone. The circulation spaces have a light yet grand character. They are easily navigable, with all the Viva Voce Schools accessed directly from the halls and corridors, which themselves follow a clear route around the perimeter of the wings and central range.

The West Staircase and the West Anteroom, which lead from the West Corridor on the ground floor to the North and South Writing Schools on the first floor, are of particular note. The marble inlay on the staircase was purportedly sourced by Jackson whilst he was on his honeymoon in Rome. The West Anteroom has a charming painted wooden ceiling and is finished with elaborate carved marble and alabaster panels, arches, and columns. This area has become somewhat crowded



**Figure 16. The West Anteroom looking west onto the West Staircase**



**Figure 17. The West Anteroom shortly after its completion**

with bins and detritus in recent years (**Figure 16**), as necessitated by its rôle as the entry point to the University's primary examination spaces. Otherwise these areas have retained the majority of their historic character, though the modern light fittings are noticeably less elegant than the original examples visible in **Figure 17**.

### **4.3 Health and Safety**

#### **4.3.1 Fire Safety**

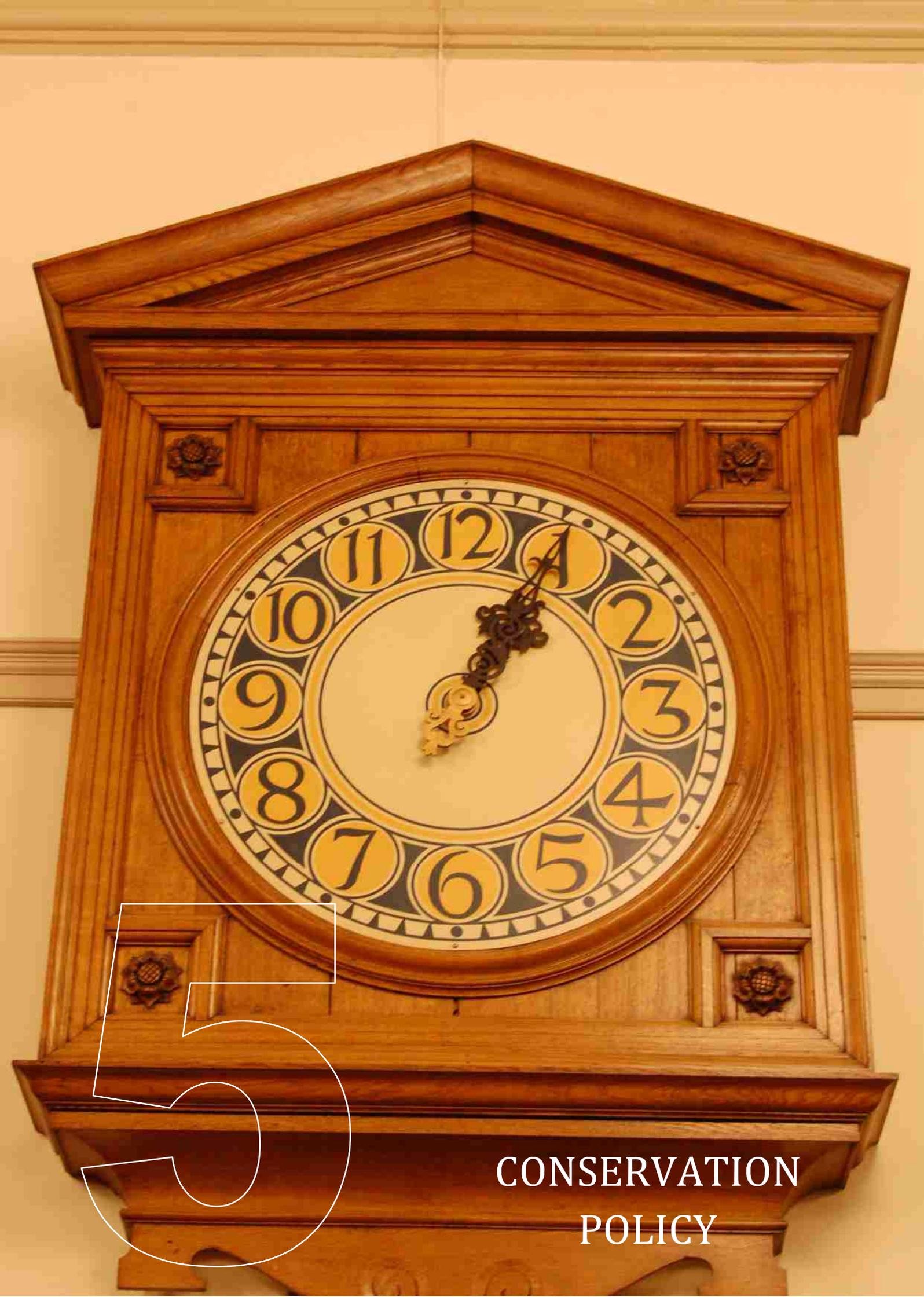
The safety of the contents and users of the building is vital to its ability to fulfil its function as a teaching and examination space. Fire safety has not changed greatly since the original construction, but for the most part circulation routes are legible, though they can be confusing in the basement areas.

Disabled access is reliant on lifts and long access routes, so escape provision for disabled users is poor.

#### **4.3.2 Security**

The safety of the contents and users of the building is central to its ability to fulfil its function as a working lecture and examination space. The building houses users' personal belongings (especially during examinations when candidates' bags and coats must be left in the great hall) as well as AV and computer equipment which may be targeted by either professional thieves or opportunists.

There is no official public access to the building; however, access is not strictly controlled, and the number of legitimate users of the building is large enough (especially during lecture crossovers) that interlopers cannot be identified simply by sight. This being said, individual rooms are locked when not in use and if someone is seen wandering around the building during lectures or examinations they can easily be identified and are consistently challenged by staff. Access to sensitive areas, such as the archive spaces in the basement, is controlled by key and card access.



CONSERVATION  
POLICY

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## 5 CONSERVATION POLICY

Having established the significance of the Examination Schools as a heritage asset, and having identified ways in which the significance of the Examination Schools is vulnerable to harm, it is necessary to recommend policies to reduce the probability of such harm occurring, and thereby conserve the significance of the site. In essence, these policies set parameters for managing the fabric of the site.

The Conservation Plan is intended as an active tool for the regular maintenance and long-term management of the Examination Schools. It needs to be reviewed regularly, and revised as appropriate to take account of additional knowledge and changing priorities.

### 5.1 **The Examination Schools' current use, as a library and teaching space, is vital to its continued significance. Permit, in line with NPPF paragraphs 131, 132, 133, and 134, alterations intended to facilitate its continued use in this way**

The current rôle of the Examination Schools, as Oxford University's primary lecture and examination space, represents an integral aspect of its overall significance. Limited alterations will inevitably be required to allow it to retain this significance in line with modern standards and requirements. If alteration is required in the future it should be permitted with the following provisos:

- Any alterations must be sympathetic to the Examination Schools' significance as a heritage asset and, in line with NPPF paragraph 134, any proposals that involve 'less than substantial harm to the significance' should deliver 'substantial public benefits.' In line with NPPF paragraph 132, any proposals that involve 'substantial harm or loss' should be 'exceptional.'
- Any changes should: '...preserve those elements of the setting that make a positive contribution to or better reveal the significance of the asset' (NPPF paragraph 137).

#### 5.1.1 **In order to ensure that the Examination Schools can operate to modern standards, and that its significance can be maintained by making access as wide as possible, special concern should be applied to ensuring that disabled access is adequate**

Ensuring that the heritage asset can be enjoyed as widely as possible will have a major positive impact on its significance. As noted in **Section 4.1**, the original building design does present some difficulty in terms of improving access. Access will remain a major concern in any plans developed for the site; a vigorous effort should be made to improve access to the site, with the University seeking to exceed its statutory obligations and always viewing this as part of an ongoing process.

**5.2 Note that the Examination Schools is a Grade II listed building and ensure that appropriate consents are obtained for any works to the interior or exterior of the building**

In order to ensure the heritage asset's significance, alterations may be required in the future, and due to the listed status of the building, even minor routine repairs in significant spaces may need consent. Caution should be applied in order to ensure that any statutory duties are fulfilled. In cases of doubt **Estates Services should be contacted in the first instance**, and if necessary they will refer queries on to Oxford City Council.

**5.3 Ensure proper consultation in advance of any work to the building with the Local Authority Conservation Officer (through Estates Services) and any other interested parties**

It is important to guarantee that the best advice is obtained at an early stage of any proposal to alter any part of the building in order to ensure that the significance of the building is respected.

**5.4 Refer to this Conservation Plan when considering repairs or alterations in any space**

The Conservation Plan gives an overview of which aspects of the building are significant or vulnerable. Where original or significant material is extant, repairs should be carried out using the same materials and techniques and should not affect the significance of the asset without providing substantial public benefits in line with NPPF paragraph 134.

**5.5 Any redevelopment needs to respect the character of the surrounding area and the Examination Schools' setting adjacent to listed buildings (e.g. the Ruskin School of Drawing and Fine Art, the Queen's College)**

The Examination Schools is significant to the character of High Street and the Central (City and University) Conservation Area (**Section 3.1**), interacting well with both the older and newer buildings around it. Any future alteration should be sympathetic to this fact, and should not diminish its rôle there.

**5.6 Items of particular concern**

**5.6.1 Decorations**

The colour scheme in the primary spaces is a recent addition and is in keeping with neither the original design nor aesthetic principles. It is of no value in itself and detracts from the aesthetic value of the heritage asset. Recent analysis has revealed Jackson's original and carefully-selected paint scheme. The interior colour scheme should be altered to respect the spirit of Jackson's scheme and meet modern aesthetic requirements.

### **5.6.2 Lighting**

The current light fittings are inelegant and detract from the heritage value of the spaces they occupy. The original light fittings were far more elegant and matched the character of the significant spaces more closely. The light fittings in the significant spaces should be returned to a state more in keeping with the character of the heritage asset.

### **5.6.3 Landscape**

The Merton Street quadrangle has suffered from the annual erection of marquees and regular trampling. Originally it closely matched the courtyard at Kirby Hall, notably with its inscribed circular path. It should be returned to something closer to its original layout and quality.

### **5.6.4 Signage**

The significant areas of the building suffer from a profusion of *ad hoc* paper signage, which detracts from their character and aesthetic value. The use of signage should be rationalised and permanent signs, sympathetic to the sleek, clean character of the heritage asset, should be fitted.

### **5.6.5 Clutter**

Many of the significant spaces suffer from an excess of clutter, for instance leaflet stands in the great hall, or bins and water coolers on the west landing. They detract from the aesthetic value of the spaces which call for clean areas with unobscured decoration. Such items should be rationalised, their positioning analysed, and their use minimised.

## **5.7 Conservation of specific factors contributing to overall significance**

The Examination Schools possess various internal and external features of special significance (see **Section 4.2.1** and **4.2.2**). An effort should be made to identify and conserve original architectural features, and keep these in use where possible in line with **Section 5.1**; however, it is accepted that all materials have a natural life span and some degree of change must be permitted to keep the building safe, useable, and generally fit for its primary purpose as a working library and teaching space. Some materials, such as the external stonework, will have a very long life expectancy if given routine maintenance; others are impermanent and may need periodic replacement. Within the framework of understanding and valuing what is present in the building a degree of ongoing change is inevitable.

**5.7.1 Discounting changes necessitated by Section 5.6, the exterior elevations will remain substantially unchanged**

The exterior elevations are integral to the significance of the Examination Schools. Any alterations to these will significantly affect the character of the building. Allowing for cleaning, maintenance, and necessary changes in line with **Section 5.1**, they will remain unchanged from their original designs.

**5.7.2 Discounting changes necessitated by Section 5.6, the great hall will remain substantially unchanged**

This is one of the most attractive and significant areas of the building. It is highly important to the building's significance as a heritage asset. It retains most of its original fabric. Some elements, notably printed paper signage, unsuitable floor runners, would ideally be replaced. Other than these intrusive elements, the loss or alteration of this space would negatively affect the character of the heritage asset and it should be conserved as a good example of the original character of the interior.

**5.7.3 Discounting changes necessitated by Section 5.6, the first-floor writing schools (North School, South School, and East School) will remain substantially unchanged**

These are some of the most significant areas of the building and are close to their original state and layout (discounting changes in lighting and paint work); they are vital to the significance of the building as a heritage asset. The loss or needless alteration of these spaces would negatively affect the character of the heritage asset and they should be conserved as significant spaces and good examples of the original character of the interior.

**5.7.4 Discounting changes necessitated by Section 5.6, the Viva Voce Schools will remain substantially unchanged**

These areas are for the most part close to their original states and layouts. They are objectively less significant than the writing schools, but remain important spaces that retain the character of the original building, discounting changes in lighting and paint work. The loss or needless alteration of these spaces would negatively affect the character of the heritage asset and they should be conserved as functional spaces and good examples of the original character of the interior.

**5.7.5 Discounting changes necessitated by Section 5.6, the public corridors, halls, stairs, and circulation spaces will remain substantially unchanged**

These are attractive spaces designed to a high specification and add substantially to the character of the heritage asset. They still operate as designed and are in a state not dissimilar

to their original condition, discounting changes in lighting and paint work. Loss or unnecessary alteration of these spaces would negatively affect the character of the heritage asset and they should be conserved as good examples of the original character of the interior.

**5.8 In the vein of NPPF paragraph 110, efforts should be made to ensure that the Examination Schools' contribution to climate change is as minimal as is feasible for a building of its age, size, materials, and use. Any proposals for alterations should assess the feasibility of incorporating low and zero carbon technologies**

Ensuring that the building is sustainable will be crucial to its long-term survival and significance. As stated in NPPF paragraph 110, development should seek to 'minimise pollution and other adverse effects on the local and natural environment.'

**5.9 A disaster recovery plan will be prepared for the building and will be regularly reviewed to keep it up to date**

This is an architecturally significant building with internal contents of particular value and academic significance. It is imperative for the safety of the building that a clear and up to date disaster recovery plan exists.

**5.10 If during subsequent renovations or alterations any excavation work is carried out beneath the Examination Schools, quadrangle, or surrounding area, an archaeological assessment will be made of the potential for significant finds, and if appropriate an archaeologist will be given a watching brief as the excavation takes place**

There is the potential for significant archaeological material across the site (**Section 3.3**), and should any excavation work be carried out an assessment of the archaeological potential should be made. This should include at least a desk-based assessment, but possibly geophysics and trial trenching. A watching brief will almost certainly be required for any excavation.

**5.11 A good practice of routine recording, investigation, and maintenance will be enacted and sustained. Such an approach will minimise the need for larger repairs or other interventions and will usually represent the most economical way of retaining an asset**

**5.11.1 Estates Services (or its agents) will ensure that a senior member of staff has responsibility for the administration and recording of a routine maintenance programme for the building**

All buildings need to be routinely maintained if they are to stay in good condition. This requires a detailed maintenance programme and, critically, someone who is responsible for ensuring that routine operations are carried out. A proper record of the repair and maintenance work in a maintenance log is a useful management tool. Such information will be recorded in the Estates Management software package *Planon*.

**5.11.2 A detailed routine maintenance programme will be prepared for the building**

Maintenance is best carried out as a series of planned operations. A well thought-out and properly-administered maintenance programme may appear to be time consuming but will result in a better-functioning building with less need for emergency repairs.

**5.11.3 The Conservation Plan will be circulated to all senior staff who work in the Examination Schools and to all other members of the University who have responsibility for the building or its contents**

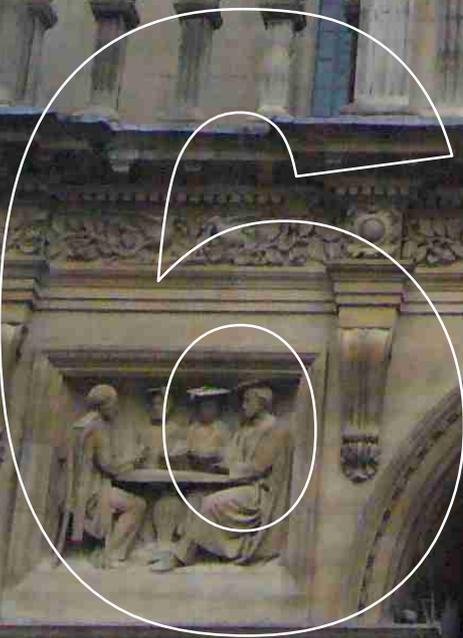
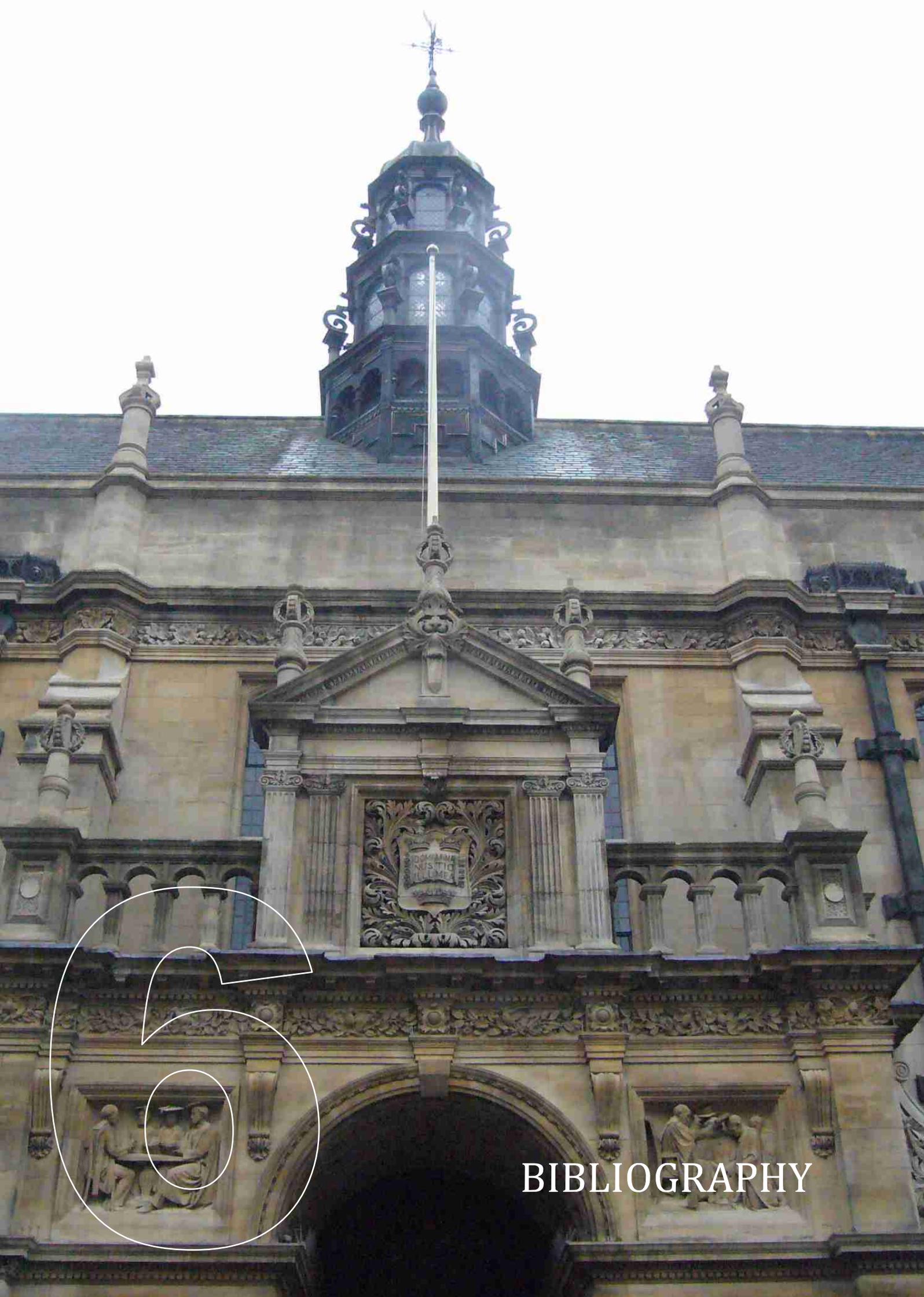
The value of the building needs to be appreciated by all senior staff managing or working in the building. Only in this way will the heritage asset be properly treated, repaired, and maintained.

**5.11.4 The Conservation Plan will be made available to Oxford City Council, English Heritage, and any other party with a legitimate interest in the building**

The Conservation Plan is intended to be a useful document to inform all parties with a legitimate interest in the building.

**5.12 The Conservation Plan will be reviewed and updated from time to time as work is carried out on the building or as circumstances change. The recommendations should be reviewed at least at five-year intervals**

Policy changes, building alterations, or other changes of circumstance, will affect the conservation duties and requirements of the building. The policy recommendations in the Conservation Plan will inform the future of the building and should be a useful tool for people carrying out maintenance work or where more significant alterations are being considered. The recommendations need to be kept up to date if they are to remain relevant.



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## 6.6 Image Credits

- Cover: photograph by author for Estates Services.
- Chapter Covers: 1, 2, 3, and 5 photographs by Ashley L. Hayden. 4, 6, and 7 photographs by author for Estates Services.
- Figure 1: Adapted from Google Maps (see **Section 6.5**).
- Figure 2: H.W. Taunt, 1885 and c.1900-1910. Retrieved from:  
<http://www.oxfordshire.gov.uk/wps/portal/publicsite/>, accessed on 17<sup>th</sup> February 2011.
- Figure 3: Bing Maps. Retrieved from:  
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- Figure 9: H.W. Taunt, c.1885. Retrieved from:  
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<http://library24.library.cornell.edu:8280/luna/servlet/detail/CORNELL~3~1~76046~10060010#>, accessed 10<sup>th</sup> May 2011.
- Figure 13: From the Examination Schools website:  
[http://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/examinationschools/images/banners/east\\_school\\_conference\\_room.jpg](http://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/examinationschools/images/banners/east_school_conference_room.jpg), accessed 10<sup>th</sup> May 2011.
- Figure 17: H.W. Taunt, 1860-1922. Retrieved from:  
<http://www.oxfordshire.gov.uk/wps/portal/publicsite/>, accessed on 17<sup>th</sup> February 2011.
- Appendix 4: From Whyte, W., “‘Rooms for the Torture and Shame of Scholars:’ The New Examination Schools and the Architecture of Reform,” in *Oxoniensia* LXVI (2001) 85-104; Fig. 5.



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APPENDICES

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## 7 APPENDICES

### Appendix 1 Listed Building Descriptions

#### Appendix 1.1 Examination Schools

##### Building Details:

**Building Name:** UNIVERSITY EXAMINATION SCHOOLS

**Parish:** OXFORD

**District:** OXFORD

**County:** OXFORDSHIRE

**Postcode:** OX1 4BG

##### Details:

**LBS Number:** 245514

**Grade:** II

**Date Listed:** 12/01/1954

**Date Delisted:**

**NGR:** SP5184006204

##### Listing Text:

HIGH STREET

1.

1485

(South Side)

University Examination Schools

SP 5106 SE 9/411 12.1.54.

II GV

2.

Built in 1876-8 to the design of Sir T G Jackson in the style of a Jacobean mansion in Clipsham stone with a Stonesfield slate roof. Some Headington hardstone was re-used for the plinths. The 1st use of Clipsham stone in Oxford. 2 storeys, 5-light mullion and transom windows.

All the listed buildings on the South Side form a group.

Listing NGR: SP5184006204

## Appendix 1.2 Merton Street Railings

### Building Details:

**Building Name:** ENTRANCE SCREEN OF THE EXAMINATION SCHOOLS FRONTING MERTON STREET

**Parish:** OXFORD

**District:** OXFORD

**County:** OXFORDSHIRE

**Postcode:** OX1 4BG

### Details:

**LBS Number:** 245515

**Grade:** II

**Date Listed:** 28/06/1972

**Date Delisted:**

**NGR:** SP5189006193

### Listing Text:

HIGH STREET

1.

1485

(South Side)

Entrance screen of the Examination Schools fronting Merton Street

SP 5106 SE 9/411A

II

2.

1876-8. By Sir T G Jackson. Cast and wrought-iron screen between ashlar piers.

All the listed buildings on the South Side form a group.

Listing NGR: SP5186306224

## Appendix 1.3 Western Courtyard

### Building Details:

**Building Name:** WALL AND DOORWAY ADJOINING THE EXAMINATION SCHOOLS AND TO THE WEST OF THEM

**Parish:** OXFORD

**District:** OXFORD

**County:** OXFORDSHIRE

**Postcode:** OX1 4BG

### Details:

**LBS Number:** 245516

**Grade:** II

**Date Listed:** 28/06/1972

**Date Delisted:**

**NGR:** SP5184306242

### Listing Text:

HIGH STREET

1.

1485

(South Side) Wall and doorway adjoining the Examination Schools and to the West of them

SP 5106 SE 9/411B

II GV

2.

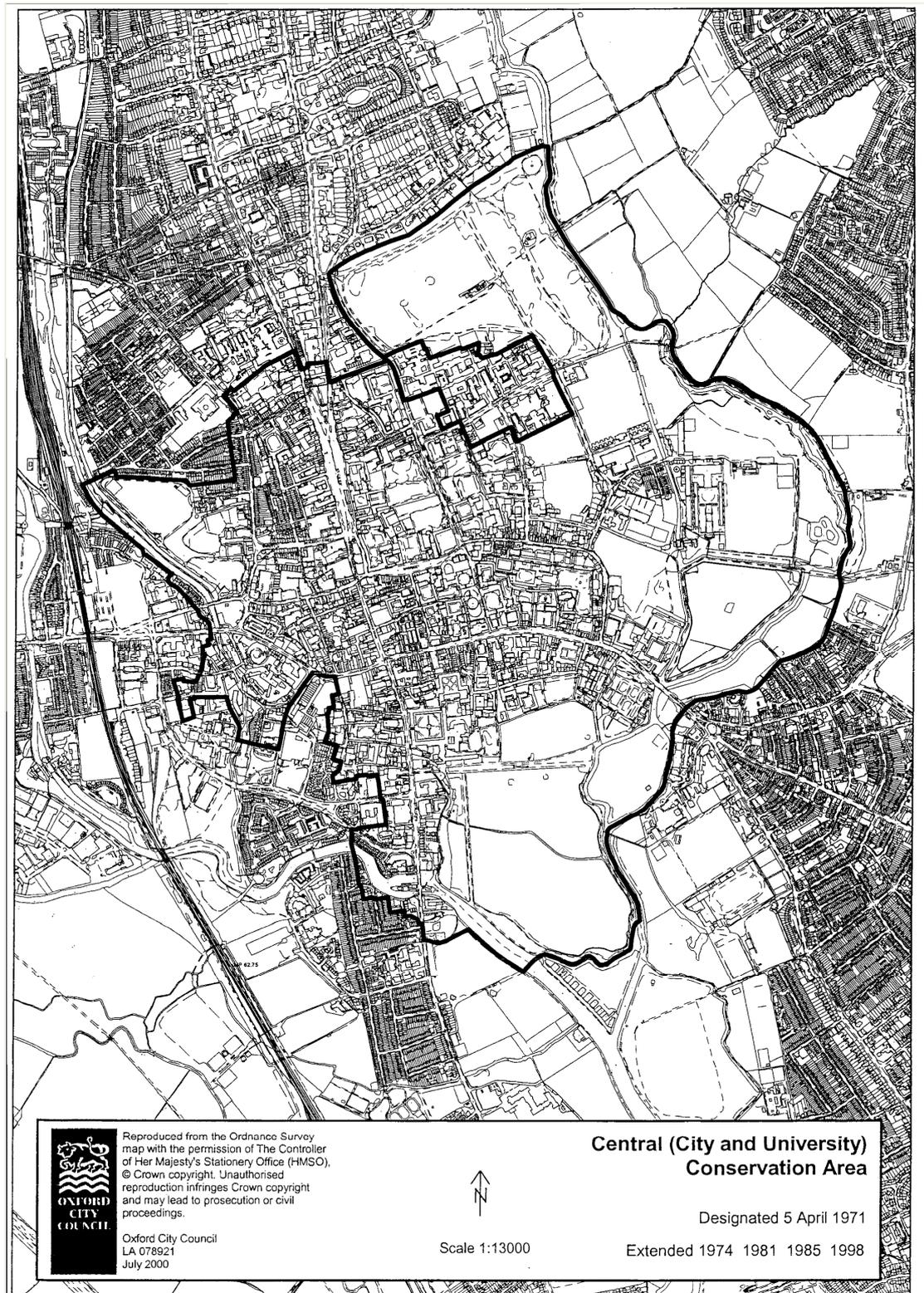
1878. By Sir T G Jackson. Ashlar. Containing a small doorway.

All the listed buildings on the South Side form a group.

Listing NGR: SP5189006193

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## Appendix 2 Conservation Area Description



Central Conservation Area, No. 5

The historic centre of Oxford forms one of the masterpieces of European architectural heritage. It is also a major regional commercial centre. Many of its historic buildings still function for the purpose for which they were built, and provide accommodation for the University of Oxford and its colleges.

From small beginnings as a settlement in the Saxon period, Oxford grew by the 11th century into one of the largest towns in England and a major trade centre. The Norman conquest brought the construction of the Castle and the establishment of major religious houses. The infant University arose in the 12th century and gradually grew into a major force in the city's life. The Saxons' rigid street layout and the fixed line of the 13th century defensive walls, together with the floodable river valleys, largely determined the plan of the historic centre as it is today. The gentle curve of the High Street, the great market place of St Giles and the older churches, together with the post-medieval timber-framed houses, belong to the town rather than the gown.

The University as it expanded, colonised the eastern half of the town with colleges and halls, building quadrangles of medieval and post-medieval gothic buildings, both within and without the walled town. The growth of the University's central institutions is well shown by the magnificent group of buildings situated between Broad Street and St Mary's Church. This group began in the 15th century with the building of the Divinity School and the Duke Humphrey's Library, a nucleus which expanded in the 17th century with the addition of the Schools' Quadrangle, Convocation House and Sheldonian Theatre. The group was further extended in the 18th century by the addition of the Old Clarendon Building and Radcliffe Camera to form a sequence of buildings and spaces of the highest architectural and historic interest, that today form the visual heart of the conservation area. Aspects of Oxford's 19th and 20th century change and growth may be illustrated by the considerable additions made to University and College buildings in Victorian and recent times, by the vigorous commercial and shopping centre, and by the welcome fact that the presence of the University ensures that many upper floors of buildings in the conservation area are in use for residential purposes, rather than unoccupied as in some historic towns.

Thomas Sharp, in his report to the City Council, published in 1948 as *Oxford Replanned*, set out and defined Oxford's special physical and architectural character and stressed its virtues and problems in a 20th century context. The Council, in its Review of the Development Plan, approved in 1967, approved much of the central area as an area of great historic value, and since 1962 the Council has protected the prospect of the city's unique skyline with its high buildings policy. The complementary views out of the city to its open country background have been similarly protected by the Green Belt and other policies.

The Council designated a large part of the central area as a conservation area in 1971. An extension taking in the Folly Bridge riverside was designated on 28th May 1974, a second extension covering part of Walton Street, Fisher Row and lower St

Aldate's was designated on 23rd February 1981, while a third covering Cornmarket and Queen Street was designated on 29th April 1985. On 9th December 1998, a fourth extension was made to the conservation area taking in part of the St Thomas' area, the University Observatory adjacent to University Parks and Magdalen College School playing field.

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### Appendix 3 Chronology of the Examination Schools

1391	Tabard Inn founded on later site of Examination Schools
1510	Tabard enlarged and renamed the Angel Hotel
1849-50	Publication of new examination statutes replaced oral examinations with written tests
1862	Hebdomadal Council accepts the need for new Schools
1865	The University acquires the Angel Hotel and its site
1867-69	The first competition for the design of the Examination Schools is held and won, after 2 years of deliberation, by T.N. Deane
December 1870	Convocation rejects Deane's design
1872	The second competition for the design of the Examination Schools is held and won by John Oldrid Scott
May 1873	Convocation rejects Scott's design
March 1876	The third competition for the design of the Examination Schools is held and won by T.G. Jackson
June 1876	Convocation accepts Jackson's design 106 votes to 16 and 87 votes to 8
1876	The Angel Hotel is demolished except for its 2 westernmost bays. Construction starts on the Examination Schools with an initial budget of £50,000
1877	Archaeological survey conducted of the Examination Schools site during construction of foundations
1882	Examination Schools completed at a cost of perhaps £180,000
1 <sup>st</sup> May 1883	The Examination Schools are inaugurated by a grand concert in the South Schools attended by the Prince of Wales (later Edward VII)
1886-8	Jackson completes the Delegacy of non-Collegiate Students (now the Ruskin School of Drawing and Fine Art) immediately to the east of the Examination Schools
1891	Twenty electrical clocks are fitted within the building
1895-7	Jackson completes the Local Examination Delegacy immediately to the south of the Examination Schools
1914-17	The outbreak of WWI leads to the conversion of the Schools to the Third Southern General military hospital
Sometime after 1914	The English Faculty Library occupies the attic
1939-45	The Schools serve as a military hospital for the second time during WWII
1950s	Solid fuel phased out and dedicated stoker no longer required; bedroom modified
1965	The English Faculty Library relocates to the St. Cross Building
1975	Clerk of Schools asked to serve as caretaker and reside in the building, bedroom further modified and a bathroom added
1978	The clock tower is finally fitted with a clock
1983	Centenary of the Examination Schools is celebrated by an exhibition of T.G. Jackson's buildings and by a concert in the South Schools attended by HRH Prince Charles
1986	Handrail fitted to east stairs
1996	Timber staircase from Luncheon Room to caretaker's flat and stone staircase to basement demolished, new staircase and passenger lift constructed

2007	External ramp giving access to eastern courtyard constructed. Two-story extension with passenger lift to basement constructed in eastern courtyard. Ground-floor female WCs converted to office space. Minor internal alterations
2010	Ground-floor office space converted into dedicated student advice room and waiting area
2010	Permission granted for the alteration of the female lavatories on the lower-ground floor in order to incorporate a shower
2011	Conservation work on High Street elevation and cupola
2011	Application made to fit new signage to the High Street elevation

## Appendix 4. Checklist of Significant Features

This checklist is intended for the use of those working or planning work on the building. It highlights features of architectural significance within the Examination Schools; these may be original features or new additions that nevertheless contribute positively to the character of the building. As this is a Grade II listed building any repair or alteration work to factors that contribute to the significance of the building will require listed building consent in order to avoid prosecution under the Planning (Listed Building and Conservation Areas) Act, 1990. **If planned work will likely affect any of the aspects featured in the list below advice should immediately be sought from the Building Conservation Team at Estates Services.**

The checklist lists both general significant features that affect the building as a whole and which should be held in mind if working in any space, and specific features of particular significance that should receive special regard if working in these particular spaces. The Further Information column refers to the relevant page reference in the Conservation Plan proper.

<b>Examination Schools, Building # 155</b>		
<b>SIGNIFICANT FEATURE</b>	✓	Further Information
<b>General:</b>		
External Elevations		p. 23-25, 35-36, 47
External and internal original stonework including decorative features		p. 18, 23-25, 35-42, 47
External and internal original brickwork		p. 18, 23-25, 35-42, 47
Carved woodwork		p. 18, 36-42, 47
Roofs		p. 18, 25
Any original fixtures or fittings		p. 18, 36-42, 47
Doors and door cases throughout		p. 18, 36-42, 47
Windows throughout		p. 18, 23-25, 35-42, 47
Any carved details		p. 18, 23-25, 35-42, 47
Marble and mosaic floors		p. 18, 36-42, 47
Tiled floors		p. 18, 36-42, 47
Beams, panelling, and ceilings throughout		p. 18, 36-42, 47
<b>Specific Features:</b>		
<b>External Elevations</b>		
-Stonework in general		p. 23-25, 35-36, 47
-Pillars, pediment, and all elements of porch		p. 23-25, 35-36, 47
-All carvings, including carved panels, throughout		p. 23-25, 35-36, 47
-Marble panels		p. 23-25, 35-36, 47
-Rainwater goods		p. 23-25, 35-36, 47
-Windows, including stone mullions and surrounds		p. 23-25, 35-36, 47
-Doors and surrounds		p. 23-25, 35-36, 47
-Chimneys		p. 23-25, 35-36, 47

-Roof slates	p. 23-25, 35-36, 47
-Parapets	p. 23-25, 35-36, 47
-Cupola including windows, spire, and dragon's head decorations	p. 23-25, 35-36, 47
-Clock and pillars on eastern elevation	p. 23-25, 35-36, 47
-Gates, railings, and associated pillars and decorative finials	p. 23-25, 35-36, 47
-Wall and doorway protruding from the west of the northern elevation (separately Grade II listed)	p. 23-25, 35-36, 47
- The South Porch, including pillars and arcade	p. 23-25, 35-36, 47
<b>The Great Hall</b>	
-Stonework throughout	p. 23-25, 35-36, 47
-Woodwork throughout	p. 23-25, 35-36, 47
-Ironwork throughout	p. 23-25, 35-36, 47
-Wood panelling	p. 23-25, 35-36, 47
-Marble and mosaic floor	p. 23-25, 35-36, 47
-Tiled floor on concourse	p. 23-25, 35-36, 47
-1891 clocks	p. 23-25, 35-36, 47
-Balustrade and ball finials	p. 23-25, 35-36, 47
-Ceiling and associated beams and brackets	p. 23-25, 35-36, 47
-Busts and plinths	p. 23-25, 35-36, 47
-Windows including settings	p. 23-25, 35-36, 47
-Doors and settings	p. 23-25, 35-36, 47
-Arcade and associated stone and woodwork	p. 23-25, 35-36, 47
-Painted ceilings at gallery level	p. 23-25, 35-36, 47
-Arches at gallery level	p. 23-25, 35-36, 47
<b>North Writing School</b>	
-Woodwork throughout	p. 23-25, 35-36, 47
-Ironwork throughout	p. 23-25, 35-36, 47
-Ceiling and associated beams	p. 23-25, 35-36, 47
-Throne and canopy	p. 23-25, 35-36, 47
-1891 clocks	p. 23-25, 35-36, 47
-Doors and door cases	p. 23-25, 35-36, 47
-Windows and settings	p. 23-25, 35-36, 47
-Portraiture	p. 23-25, 35-36, 47
<b>South Writing School</b>	
-Woodwork throughout	p. 23-25, 35-36, 47
-Ironwork throughout	p. 23-25, 35-36, 47
-Ceiling and associated beams	p. 23-25, 35-36, 47
-Throne	p. 23-25, 35-36, 47
-1891 clocks	p. 23-25, 35-36, 47
-Doors and door cases	p. 23-25, 35-36, 47
-Windows and settings	p. 23-25, 35-36, 47
-Portraiture	p. 23-25, 35-36, 47
<b>East Writing School</b>	

-Woodwork throughout	p. 23-25, 35-36, 47
-Ironwork throughout	p. 23-25, 35-36, 47
-Ceiling and associated beams	p. 23-25, 35-36, 47
-Throne	p. 23-25, 35-36, 47
-1891 clocks	p. 23-25, 35-36, 47
-Doors and door cases	p. 23-25, 35-36, 47
-Windows and settings	p. 23-25, 35-36, 47
-Portraiture	p. 23-25, 35-36, 47
<b>Viva Voce Schools and Examiner's Rooms</b>	
-Woodwork throughout	p. 23-25, 35-36, 47
-Ironwork throughout	p. 23-25, 35-36, 47
-Ceiling	p. 23-25, 35-36, 47
-Fireplaces and associated wood, stone, and tile work	p. 23-25, 35-36, 47
-Doors and door cases	p. 23-25, 35-36, 47
-Windows and settings	p. 23-25, 35-36, 47
-Portraiture	p. 23-25, 35-36, 47
-1891 clocks	p. 23-25, 35-36, 47
<b>Circulation Spaces, halls, and stairways</b>	
-Ceilings, especially painted ceilings	p. 23-25, 35-36, 47
-Stonework in general	p. 23-25, 35-36, 47
-Woodwork in general	p. 23-25, 35-36, 47
-Any carving	p. 23-25, 35-36, 47
-Portraiture	p. 23-25, 35-36, 47
-Doors and door cases	p. 23-25, 35-36, 47
-Windows and settings	p. 23-25, 35-36, 47
-Pillars and stone screens	p. 23-25, 35-36, 47
-Stairs and associated stonework	p. 23-25, 35-36, 47
-Arches	p. 23-25, 35-36, 47
-Marble and tiled flooring	p. 23-25, 35-36, 47

**PRIOR TO UNDERTAKING ANY REPAIRS OR ALTERATIONS ON THE ABOVE-LISTED ARCHITECTURAL FEATURES, CONTACT THE CONSERVATION TEAM AT ESTATES SERVICES ON (01865) (2)78750**

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## Appendix 5. Floor Plan of the Examination Schools

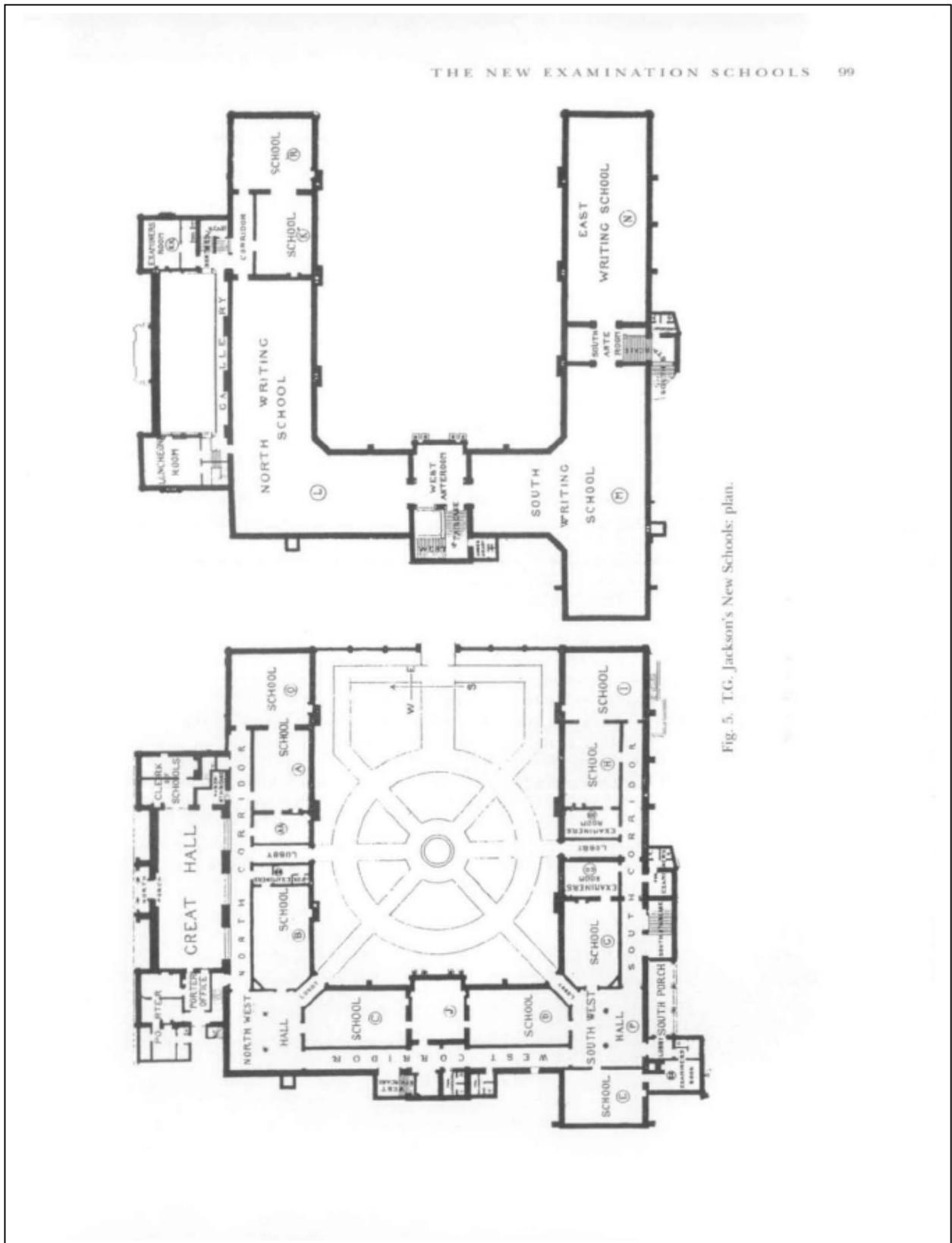


Fig. 5. T.G. Jackson's New Schools: plan.