

The Blavatnik School of Government Building

Radcliffe Observatory Quarter

Welcome, and thank you for your interest in the proposed new building to house the Blavatnik School of Government. These pages have been created to provide, in a single place, key information and images about this project.

The Blavatnik School of Government has a mission to strengthen public policy making and improve the quality of government around the world. At the heart of this is a firm commitment to openness, transparent information and informed debate. In this context, the School has sought to supply answers to commonly-asked questions about the project and images that give a clear indication of what the building will look like. These are deliberately more accessible and less comprehensive than the full application the School has made to Oxford City Council for planning permission. Anyone seeking this further information can find it **here**: (<http://public.oxford.gov.uk/online-applications/applicationDetails.do?activeTab=document&keyVal=MGRIG6MFQ9000>)

The School is very grateful to the many people who have contributed already to the consultation on the building's design. Two public consultations were held - in July and November 2012 - prior to the School's planning application being submitted. In parallel, discussions were held with a number of key statutory and local consultees. Since the planning application was submitted in January, further dialogue has taken place with these consultees and a further public meeting was hosted by the Jericho Community Association in March 2013.

The information and images provided here in large part reflect the questions and issues raised through those consultations. The School hopes visitors to this site will find the answers they are seeking. If, however, you do not find the information you are looking for, please do **email the School** at comms@bsg.ox.ac.uk with your query and we will seek to respond to it.

The School

1. What is the Blavatnik School of Government?
What does the School do?

The Blavatnik School of Government is a global school pursuing a vision of better government, stronger societies, and richer human opportunities across the world. The School examines practices of government in all continents, recognising that societies work in different ways but can learn from one another. The School explores challenges and opportunities which demand international cooperation.

The School has a world-class faculty, drawn from a number of different academic disciplines. The faculty conduct applied research, working across these disciplines and with a focus on practical examples of what works. The School teaches a series of programmes: a Masters of Public Policy, a doctorate (beginning in 2014) and a short courses for senior policy makers. The School hosts a programme of events, conferences and seminars that convenes leading academics and policy makers to share knowledge and experience.

2. Who is Leonard Blavatnik?

Leonard Blavatnik is an American citizen who is now resident in London. Mr Blavatnik is Chairman of Access Industries, which he founded in 1986 and which has global interests in natural resources and chemicals, media and telecommunications, and real estate.

Leonard Blavatnik's visionary gift in 2010 enabled the creation of the School. His donation will amount to £75 million initially, and he is ready to consider additional measures of support at a later stage. He is personally committed to the success of the School. Mr Blavatnik received the University's highest recognition for donors in October 2012 with the award of the Sheldon Medal.

Leonard Blavatnik has long taken a close and active interest in higher education. He has advanced degrees from Columbia and Harvard Universities, and sits on academic boards at Harvard, Cambridge, and Tel Aviv Universities, and at the New Economic School in Moscow. He is also on the Board of Governors of the New York Academy of Sciences where he sponsors the annual Blavatnik Award for Young Scientists.

An active philanthropist, Leonard Blavatnik and the Blavatnik Family Foundation have been generous supporters of numerous organisations in the United States, Russia and Israel. In Britain, they have also provided substantial help to the Tate, the National Portrait Gallery, the Royal Academy, the Royal Opera House, the Royal Academy of Engineering, Great Ormond Street Hospital, The Prince's Trust and numerous other leading cultural and charity institutions.

3. Does the School have a political agenda or purpose?

The School is founded on a belief that better government and better outcomes for citizens can be achieved through practical research, learning and exchange about what works in public policy making. The School seeks to learn from best practice wherever in the world it is found and has no particular ideology.

The School is a department of the University of Oxford. Like the rest of the University, it is committed to rigorous, objective academic research and teaching. It expects to have faculty and students of all political persuasions and none. What unites them is a common desire to learn how public policy can be better made and governments can work more effectively to serve the common good in countries around the world.

4. Why does the School need new premises?

The School is currently using temporary accommodation. It wants to move to new premises that will allow it to undertake its full range of activities on one site. For example, the current building has accommodation for only some of the faculty: other faculty will be located in an annex building. In addition, the School is only operating at modest capacity with, for example, 60 early- to mid-career Masters students starting in September 2013 compared to the 120 eventually envisaged. Ultimately, the School expects to have up to 550 building users at any one time (120 Masters students, 62 faculty (including visiting faculty), 50 researchers, 42 staff, 40 participants in executive education programmes, 20 doctoral students and up to 216 visitors and seminar/conference participants).

The Radcliffe Observatory Quarter (ROQ)

1. Why has the Radcliffe Observatory Quarter (ROQ) site been chosen?

The University purchased the site in 2003 and set out in 2007 its plans to create the Radcliffe Observatory Quarter (ROQ). This is a unique opportunity to create a 21st century hub for the University. No other sites were considered for the School. The Blavatnik School of Government is delighted to have the opportunity to be part of this new development and at the heart of a new chapter in the University's history.

2. How has the design evolved since the ROQ Masterplan?

The ROQ Masterplan indicated an outline proposal for a building on the plot allocated to the Blavatnik School of Government. The building architects – Herzog de Meuron – looked carefully at the context of the site, particularly the relationship between the building, Walton Street and the rest of the ROQ. They also took account of distant views of the building, considering how it would be seen from key points around the city.

The architects felt that the original, rectangular design was not appropriate. It filled the whole of the plot boundary (and therefore created a flat front, hard up against this boundary). Instead, they came forward with a building based on a series of shifted discs. This has the merit of creating a circular ground floor to the building, substantially set back from the Walton Street pavement. This both opens up the space around the building – making it more inviting to those entering the ROQ site from Walton Street – and steps the building back from its neighbours (Freud's café and the Somerville College Nursery) so that they will not be overwhelmed by it.

3. What is the timeline for the building amid other neighbouring ROQ projects?

A planning application for the Blavatnik School of Government building was submitted to the City Council in January 2013. Subject to the determination of that application, it is envisaged that total site preparation and building will take 24 months. The School hopes to open the new building in the summer of 2015.

Elsewhere on the ROQ site, Somerville College's New Student Accommodation opened in October 2011, New Radcliffe House (including the Jericho Health Centre) was opened in July 2012, Radcliffe Humanities (formerly the Radcliffe Infirmary building) opened in October 2012 and the Mathematical Institute is scheduled for completion in August 2013.

4. Was there any overall plan for the Radcliffe space that set guidance for height, architectural conservation or innovation etc.?

The university presented a masterplan for the ROQ in 2007. This was indicative and was not used to seek outline planning permission. The masterplan shows how the site should function as a whole. A broad number of plots were also identified. The whole ROQ site is the subject of a designated policy within the Oxford Local Plan set out by the City Council, which provides that planning permission will (only) be granted for academic institutions.

The University has been keen throughout that the ROQ should be characterised by buildings of high quality and architectural distinction. It is also the University's policy that all new buildings should meet an excellent standard of sustainability, as measured by the industry-standard Building Research Establishment Environmental Assessment Method (BREEAM).

Building design

Rationale

1. Why were Herzog & de Meuron selected to design the building?

Herzog de Meuron are one of world's leading architects and won a competition to design the building. A variety of designs were put forward but theirs stood out for its beautiful design, their commitment to understanding the context and significance of the site, and their reputation for great attention to detail and exceptional quality.

2. Did any other architects propose a more traditional design? If so, why wasn't that design chosen, given the architecture of the surrounding area?

The design was selected following an extensive competition, in which a wide array of styles were represented. The surrounding area is architecturally diverse: there is no single dominant style or function. The proposed building is respectful of its surroundings but does not seek to mimic them.

3. Why is the design so uncompromising/ modern/ different from what is around it?

The design reflects a very careful consideration of what is around it. The site presents a number of challenges that the design seeks to address. There is a need for a building of a certain size to accommodate the work of the Blavatnik School of Government. The initial concept of a rectangular building of this scale would have dominated the neighbouring buildings and Walton Street. By setting the building back from the pavement and adopting a circular form, this impact has been softened. The curving and mostly corner-less form peels away from the plot edges to reveal the neighbouring fabric of St. Pauls and Somerville College Nursery.

The building also occupies the entry point to the Radcliffe Observatory Quarter for those reaching the site from the south along Walton Street. The circular form increases the amount of public space around the building, and there is a greater sense of visitors being drawn and welcomed into the quarter. This reduction in the footprint of the building has been traded with a building of tiered height, in which the upper floors are set to the back of the building.

Inspired by the classical context, the design has an ordered composition of glass and precast concrete masonry. The masonry will retain a tone and depth of finish that complements the setting, whilst avoiding direct imitation of the local limestone.

Form

1. Why does the first floor have a straight edge rather than the circular form of the rest of the building?

Initial versions of the design did have circular form at every floor. It was decided that a straight edge was appropriate for the first floor for two reasons. First, it provided a continuity of the sweep of Walton Street. The building seeks to strike a balance between being set back from the street and creating a new public

space and providing consistency with the pattern of the street. Second, it articulates better the overall shape of the building. A purely circular or cylindrical building was felt to lack definition.

2. How big is the overhang from the first floor? Will this not reduce the public open areas? Is there a risk if will provide a loitering point?

The approximate area of the first floor overhang is 38m² on each side of the central entrance. It is not expected that this will restrict the public open areas, since people will still be able to walk close the side of the ground floor as they pass the building. The glass walls are likely to deter loitering as anyone stopping there will be highly visible to the users of the building. The building will have its own security arrangements, managed by the University Security Services, and action would be taken if any persistent visitors became a nuisance to the local community or the School.

3. Were alternatives considered for the upper storey of the building – like a dome or a spire?

The building has a consistent design suitable to the function of the building. It does not have adornments or external features. Its aesthetic impact comes from the consistency of its form and the quality and precision of the design and materials used. Where the building is visible, its circular form and faceted glass material will provide a positive addition to the skyline.

Height and scale

1. How tall is the building? How does this compare to other key Oxford buildings, like the Radcliffe Observatory?

The BSG building is 22m at its highest point. The bulk of the building (measured to the fourth floor) is 14.5m. The Radcliffe Observatory is 38.5m high. For reference, the Radcliffe Camera is 46m and the Sheldonian Theatre is 25m.

2. Why is the building higher than 18.2m (Carfax Height)? What alternative designs were considered to deliver the same programme space within a less tall building?

The building has been designed to accommodate the needs of the Blavatnik School of Government educational programme. An alternative way to

achieve this would have been through a larger, lower, rectangular building that was built right up to the boundary of the plot. This would have drastically reduced both the visibility from Walton Street of Freud's cafe church and the Somerville College Nursery, and the public space around the building.

3. Why can't more of the building go underground?

The building incorporates a double basement that houses large scale lecture and seminar spaces on the full-width lower ground floor, and large items of plant machinery in the level below that. The design deliberately places this plant machinery below ground rather than, as in some other buildings, placing it on the roof. This helps to maintain an above ground consistency of building form and appearance.

4. Does the generous space allocated to the atrium contribute to the bulk?

The atrium provides natural light to all floors of the building, in particular to the lower ground floor. Given the size of the plot, some device is needed to bring light to the centre of the building, such as an uncovered light well of similar dimensions. Avoiding this requirement would necessitate a much heavier use of artificial light or a taller, narrower building. The design response enhances the atrium by using this space to create a circular space for circulation and interaction. This is an important expression of physical and visual communication between the floor levels while, at the basement level, it provides the main event space of the School. The atrium serves an important function in facilitating the natural ventilation of the building, contributing to its sustainability.

5. Does the building need to be as large as it is?

The building has the required space to accommodate the School's educational programme. There is a balance struck between this accommodation and the generosity of space given to the public realm within the plot of the site. Part of achieving this balance is through the incorporation of a double basement. The upper floors of the building house smaller scale group teaching, office and research spaces, oriented around the day-lit central forum space.

6. Will “pods” be built on the circular planes/roof spaces with any future needs by the School envisaged?

The building has been designed as a whole: the clean lines of the design are deliberate and will be maintained. For example, plant machinery has been situated in the basement. This means that, unlike some other buildings, there will be no additional structures for lift shafts or other services on the roof of the building. It is envisaged that solar panels (angled at 5 degrees) will be fixed to the flat surfaces of the building’s roof. This is part of the building’s sustainability strategy that is helping it to achieve an excellent rating by BREEAM (Building Research Establishment Environmental Assessment Method).

Sustainability/ Public Space

1. What will the environmental impact of the building be?

The building has been designed to achieve an excellent rating against the industry-standard Building Research Establishment Environmental Assessment Method (BREEAM). This includes the use of considerable renewable energy provision, strong insulating properties and the use of natural and mechanical heating ventilation rather than air conditioning. Substantial provision has been made for bicycle parking around and in the building and it is expected that the vast majority of visitors will arrive on foot, by bicycle or by public transport.

2. Will there be any green space around the building?

The area around the building will be landscaped, including the planting of a number of trees. The building replaces a hospital wing and tarmac access road: there will be new tree-planting on the site. It is a thoroughfare, providing access to the rest of the ROQ site so will largely be laid to stone.

3. When will proposals for the landscaping be confirmed?

Outline proposals for landscaping are part of the planning application. The detailed landscaping plans would typically be determined in the next phase of design work, and would take on board any guidance or conditions attached in the planning permission. The

School recognises that local residents have a particular interest in the landscaping and its impact on the public realm (e.g. in the choice of trees) and will look for an opportunity to consult locally on the landscaping proposals in due course.

4. Would the project be possible without removing the existing wall that runs between the site and Walton Street?

The proposal to remove this wall has been carefully considered, taking account of its age and access to the building and the Radcliffe Observatory Quarter. Retaining a high wall in front of the building would close off the site and present a strong physical barrier to visitors. Historically, the life of the Colleges or the University has often taken place behind formidable walls or gates. Instead, the design of the building deliberately uses glass to make the work of the School of Government accessible and visible, consistent with the School’s ethos. The School will explore whether elements of the wall can be built into the paving at the point where it previously stood in order to mark its location.

The wall that marks the boundary between the plot and the Walton Street pavement is not listed. Surveys have indicated that the part of the wall fronting the building’s plot is a later addition to the original wall built for the Observatory between 1772 and 1795 and has been the subject of piecemeal reconstruction. It is therefore not part of the original Observatory development and is deemed to be of lower heritage value.

Materials

1. How much of the exterior vertical façade is glass? Isn’t glass very inefficient?

The building is formed of a double skin façade. It has predominantly glass external walls. These are made up of faceted panels, each 600mm wide, which are held in place by moulded limestone aggregate concrete sections. On all floors other than the ground floor and the section of the first floor above the entrance, there is then an internal wall, set approximately 750mm back into the building. Much of this will also be glass, with appropriate frames and some solid walls to contain key building infrastructure. The ratio of glass to solid areas is carefully moderated to maintain the building

efficiency rating, and the glass is subject to a careful specification process that balances issues of performance and aesthetics.

2. Why has so much glass been used? What was the reasoning behind a glass design?

The architects were struck by the mission and function of the school of government. It will be a place of learning and debate, where the values of openness and transparency will be prized. The glass design showcases the activity within the building and underscores the School's desire to be open to the community.

3. Won't the building be hot in the summer?

The external façade is somewhat permeable, creating a climate within the void that will assist in the natural cooling and heating of the building. Great thought has gone into managing the ventilation of the building so as to minimise its carbon footprint while still providing comfortable working conditions.

4. What material is being used for the entrance to the building? Some of the drawings suggest the walls will be yellow: is this right?

The choice of materials for the entrance is still under consideration. The design envisages a continuity of material between the entrance walls leading to the main doors to the building and the walls of the first floor gallery above.

Function/Use

1. What will the top floors of the building be used for? Are they needed?

The top two floors of the building will provide study and meeting spaces for faculty and students. The space is needed to meet the educational programme of the School – for example, ensuring that students have adequate study space for their work. Alternative designs for the building would have accommodated such spaces within a lower, larger building. These floors are an integral element in the design of the building, in keeping with the overall form.

Impact

General

1. How will the building impact on the surrounding area?

The School believes the building will be an asset to the surrounding area. The open space around it will replace the currently boarded up building plot. A public path from Walton Street to Woodstock Road will be instated. Landscaping of the plot will include new tree planting and public benches and may include the installation of public art.

2. Why will you need to exhume graves?

In the eighteenth and nineteenth century, institutions such as hospitals and workhouses frequently established their own burial grounds for people who died on their premises. This was the case at the Radcliffe Infirmary. The trustees of the hospital allocated some land outside the Fever Hospital as a burial ground and this was consecrated by the Church of England as a Christian burial site in 1770 and used by the Radcliffe Infirmary for burials from 1770 until 1855 when the burial ground was closed but not deconsecrated.

The School's planning application sets out in detail the faculty we have received from the Diocese of Oxford to exhume any remains. These would be reinterred to consecrated land. Before the faculty was granted in 2011, a consultation meeting was held in which anyone opposed could register their objections. One person did so, and was given the chance to state their concerns. Two public notices were published in the Oxford Times in advance of the meeting. Our building project is likely to impact about half of the graves in the former burial ground, the others already having been affected by the Eye Hospital which was constructed within the burial ground. The remains will be exhumed with the utmost care and respect, in strict accordance with archaeological and Diocesan protocol, and laid to rest in consecrated ground.

Views

1. Will the building disrupt views across the city?

The School has been very conscious of Oxford's wonderful architectural legacy and, working with English Heritage, Oxford City Council and Oxford Preservation Trust, has considered the impact of the

building on nine key views of the city and 12 views within the local townscape. The Actual Visualisation Representations which form part of the School's planning application demonstrate that no iconic views are disrupted by the building. Where the building is seen, its circular form and faceted glass will provide a constantly changing feature.

2. Can we trust the images provided in the planning application?

The images are as comprehensive and accurate as possible. The School is keen that everyone interested in the project should fully understand its impact. The School has sought the best, independent consultants and asked them to produce images to the highest industry standard and methodology.

The methodology of the assessment follows best practice and represents a robust analysis of the views. It considers the impact of the proposed development upon eight strategic views identified by Oxford City Council that are to be conserved to protect Oxford's skyline. The City Council has identified 10 in total, but from two (Rose Hill and Oxford Brooke's Morrell Hall Site at Cuckoo Lane) the building will never be seen due to other buildings and vegetation, so these have not been modelled. In addition 12 local townscape views were modelled and pre-application discussions with the City Council and other stakeholders, including English Heritage and the Oxford Preservation Trust, identified a further view from Hinksey Heights Golf Club that has also been assessed.

The methodology follows the adopted View Management Framework set out in the London Plan 2011: the most robust framework for assessing the impact of development upon identified views. All viewing points have been independently verified and illustrated by Accurate Visual Representations by a specialist and independent consultant, GMJ.

3. Why do some images appear to make the building look smaller than it will be?

The images are Accurate Visual Representations. The School has sought the best, independent consultants and asked them to produce images to the highest industry standard and methodology. Images of the building contained in the planning application have been independently verified and illustrated by

Accurate Visual Representations by a specialist and independent consultant, GMJ.

The School is keen that everyone interested in the project should fully understand its impact. The viewpoints in the local environment from which the building will be seen have therefore been modelled, including those in which the building will be partially seen. The views taken from the junction of Great Clarendon Street and Walton Street (with Freud's café in the foreground) and from further south on Walton Street (with the Somerville College Nursery in the foreground) show what would be seen by a person standing at these points. Where a building in the foreground looks larger, this is a consequence of perspective: these images make clear how the building will be seen from those viewpoints.

4. Which views are most affected by the building?

Of the City Council's eight strategic views assessed, the School is visible in five: Boars Hill; Elsfield; Hinksey Heights; Port Meadow; and Raleigh Park. Therefore, the School has commissioned real scale visualizations so that the impact on the current views can be clearly seen. The School believes that, where the building is visible, it adds to the existing skyline in a positive way and does not cause harm to views of Oxford's historic core.

A highly detailed analysis is set out in the Heritage Townscape and Visual Impact Assessment, included as part of the School's publicly available planning application (<http://public.oxford.gov.uk/online-applications/applicationDetails.do?activeTab=document&keyVal=MGRIG6MFQ9000>).

5. What impact will the building have on the view from Port Meadow?

The City Council has defined the strategic view across Port Meadow as that taken from the Wolvercote car park. The independently verified image of the School building from that site shows that it would be just visible on the skyline, falling to the south of the more visible Radcliffe Observatory. The upper floor would partially obscure the view from that point of the towers of Merton College Chapel.

The School has not been invited to undertake additional views from other points on Port Meadow which are not identified as strategic views. Wolvercote Car Park (the identified strategic view

point) is the highest point on the meadow and the School building is only just visible at this point. It might therefore be expected that, from points nearer to the City which are at a lower level, the School (situated some way into the urban environment and therefore screened by tree cover and intervening buildings) would be less visible. To the extent that it was visible, a view taken from a more southerly point would mean that the School would not obscure any part of the historic core of the City.

Light pollution

1. Will the building shed a large amount of light pollution at night?

The building will be environmentally controlled to limit unnecessary energy use. This includes night time use. The only lit areas of the building in the evening will be those rooms that are occupied. The lighting will be low energy to avoid any light pollution and will not challenge the street lighting levels expected in the public realm.

Access/ Security

1. How much of the building will be accessible to the public?

The School already holds a number of seminars and lectures that are open and which have been well attended by members of the public. This will continue in the new building.

2. Will there be an opportunity for local residents to go inside the finished building?

The School intends to hold an "open doors" event when the building opens in order that members of the local community can see round the new building.

3. Will the presence of the building add to traffic congestion on Walton Street?

Most users of the building will be academics, graduate students and staff. They are expected to travel on foot, by bicycle or using public transport. There will occasionally be visitors to the building who arrive by car, but the vehicle access will be through the ROQ site, accessed from Woodstock Road.

4. Will there be any parking?

It is designed as a car-free building. There will be one disabled parking space to the rear of the building. Visitors may be able to park in the car park beneath the Maths and Statistics Institute, which serves the whole ROQ.

5. How many bike racks will be provided?

There will be parking for 136 bicycles outside the building and a further 48 spaces for employees' bicycles in the basement. This exceeds the City Council's guidance on the numbers required for a building of this occupancy level.

6. How often will public events be hosted at the building?

The School is in an early phase of its development so it is hard to say with certainty. We would expect there to be events open to the public each month.

7. What security precautions will be taken?

The School has taken advice from Thames Valley Police and security consultants and will have appropriate policies in place. It would not be appropriate to go into detail about these but the School does not expect these to have any noticeable impact on the local community.

Policy and Process

1. Has the School followed all planning processes in the proper way?

The School has set out to run a model planning consultation. It held two public consultations in July and November so that people could see the evolving plans and comment on these. Both of these consultations were announced in the local press. The School has had meetings with the planning and statutory authorities and local civic, heritage and community groups. The publicly available planning application (<http://public.oxford.gov.uk/online-applications/applicationDetails.do?activeTab=document&keyVal=MGRIG6MFQ9000>) contains full information on the School's proposals and a large number of images showing how the building will appear. Representatives of the School and the architects took part in a public meeting, organised by the Jericho Community Association, in March 2013, to present the building design. The School is

committed to a continuing dialogue with its future neighbours about the building and about its mission and contribution to the local community.

2. What is the “Carfax height rule”?

The Carfax height policy is set out in Policy HE9 of the adopted Oxford Local Plan. This is an adopted policy within the City Council’s Development Plan. Therefore Committee Members are required to take into account the policy when assessing proposals that are affected by the policy and officers will make their professional assessment of the proposal in the context of this and other relevant development plan policies

3. Why does the Carfax height policy exist?

The City Council adopted the Carfax height policy in the 1960s. Its objective and purpose is set out in the policy: see section 5.7 of the Oxford Local Plan 2001-2016 at

http://www.oxford.gov.uk/PageRender/decP/Oxford_Local_Plan_occw.htm

4. What does the Carfax height policy itself state?

In summary, policy HE9 states: “Planning permission will not be granted for any development within 1,200 metre radius of Carfax which exceeds 18.2 metres or 60 feet in height or ordnance datum (height above sea level), 79.3 metres (260 feet) (whichever is the lower) except for minor elements of no great bulk. A lesser height may be considered more appropriate for buildings that have to fit into the existing townscape ... The area covered by the 1,200 metre radius of Carfax is identified on the Proposals Map.”

The full policy is set out in section 5.7 of the Oxford Local Plan 2001-2016 at

http://www.oxford.gov.uk/PageRender/decP/Oxford_Local_Plan_occw.htm

5. Why does the Blavatnik School of Government think its building should be allowed to exceed the height of Carfax Tower?

The top two floors of the building (which exceed the Carfax Tower height by 3.8m) are deliberately stepped back from the front of the building and are much smaller in diameter than the rest of the building. They may therefore be considered to constitute a

minor element of no great bulk. Where the top two floors are visible, the building's circular form and faceted glass will provide a positive addition to the skyline.

Overall, the building has been designed to accommodate the needs of the Blavatnik School of Government educational programme. An alternative way to achieve this would have been through a larger, lower, rectangular building that was built right up to the boundary of the plot, abutting the Walton Street pavement. This would have drastically reduced both the visibility from Walton Street of Freud’s cafe church and the Somerville College Nursery, and the public space around the building.