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Supporting Planning Statement

This statement has been prepared in respect to a planning application for a new one-form-entry primary school with nursery facilities. The school fulfils the requirement for an educational facility to support a new development of 970 residential dwellings, located on a designated development site south-east of Corby Town. The site and school construction are funded as part of the developer’s planning obligation under a Section 106 agreement relating to the original outline application, No. 04/00442/OUT, to Corby Borough Council, October 2004. The development concerns the ‘R8’ site is set out in Corby Borough Council’s Development Plan.

The planning policy, which was relevant to the whole development of the area, which included the school, can be found in Section 3.0 of the Environmental Statement for the whole ‘R8’ site (Appendix J).

The brief called for a one-form-entry primary school for 210 pupils and a 26 place nursery with a small community provision. The Section 106 agreement allocated a site area of approximately 1.2 hectares to the school.

Consultation has been undertaken with local Councillors, neighbouring schools, the local Member of Parliament and Corby Borough Council, as well as with Northamptonshire County Council planning department.
Design and Access Statement

1.0 Introduction

This statement has been prepared in respect to a planning application for a new one-form-entry primary school with nursery facilities. The school fulfils the requirement for an educational facility to support a new development of 970 residential dwellings, located on a designated development site south-east of Corby Town. The site and school construction are funded as part of the developer’s planning obligation under a Section 106 agreement relating to the original outline application, No. 04/00442/OUT, to Corby Borough Council, October 2004.

A copy of the outline planning permission for the development as a whole is included in Appendix A, a summary of the Section 106, dated July 4th 2006, in Appendix B, and relevant excerpts from the agreement within Appendix C.

The brief called for a one-form-entry primary school for 210 pupils and a 26 place nursery with a small community provision consisting of a family room and kitchenette. The Section 106 agreement allocated a site area of approximately 1.2 hectares to the school. The given site area is 11,212m².

As well as fulfilling the functional and technical requirements of a school, the brief called for an aspiration design that the building should provide an environment both uplifting and contusive to quality learning, and to be a prominent landmark and focus for the new community.
2.0 Site

The school site, located to the south-east of Corby Town, and to the west of the Village of Stanion, is situated at the north-easterly corner of the new development site, bounded on its north-west edge by the development’s entry road and to the north by a dual carriageway, Long Croft Road, with the development entry round-about at the north corner.

![Figure 1: Location analysis](image)

At the western edge of the school site is the access road to the site which is shared with a car park for the community. Just beyond this community parking to the west is the town square where amenities and a community centre for the whole development will be situated. Community playing fields are to be located to the south of the site, for which no direct access from the school is currently planned.

The residential development as a whole is not as yet completed, but will provide a range of dwelling types and will be traditionally styled, with pitched roofs and brickwork. The mixed-use buildings surrounding the town square are envisaged as more contemporary in character, their façades finished in brickwork and brightly coloured render.
To the east of the site at a distance of approximately 500m is the A43, this, coupled with traffic on
Long Croft Road and potential future traffic on the development's entry road means that there is
considerable noise within all areas of the site.

The site is a former Ironstone quarry which has been backfilled and used as part of farmland for
the last half century, and slopes gradually, north to south, at a gradient of approximately 1 in 27.
Just beyond the site perimeter to the west is the route of a former railway line, which is covered
with tree and scrub vegetation which screens views of grassland beyond the site to the east.

Figure 2: Location plan
3.0 Design development

Figure 3: Site analysis

3.1 Design constraints

A number of initial constraints were identified, relating to the site conditions. Firstly that it is likely that there will be high levels of noise caused by vehicles braking on the roads, to the north and north-west of the site, as they slow down approaching the round-a-bout. The minimisation of the
adverse affects of this through building and site configuration has been considered during the design process.

Secondly, the shape of the site itself was a constraining factor; the arrangement of the school building, as well as the required sports pitch on the site, were dominant factors in determining the overall site layout.

Initially two options were considered; the first positioning the pitch in the south-east corner of the site, along its east boundary, the alternative placed it parallel to the southerly site boundary. The latter option was decided to be the most appropriate due to its location away from the main road and the remaining site area being appropriate for locating the school building itself.
3.2 Site and building layout

Figure 4: Site plan
The form of the school building on the site responds to the site conditions; positioned so as to shield the classrooms and play areas and the rest of the site, from the road. It’s north-western façade, a protective brick elevation, curving gently with the site boundary, also an entrance marker for the whole development area.

To the south the building opens up, with largely glazed classroom elevations affording views across playing fields and grassland to the east and south-east. This orientation also maximises the penetration of natural light into the classrooms.

**3.3 Massing and internal arrangement**

The building plan, internal layout and circulation articulate the zoning of the building into its different functions. The building accommodation is essentially spit into two halves; one half containing the shared facilities and admin/staff areas and the half containing the curriculum areas.

The basic plan arranges the classrooms in a chevron form which allows their associated circulation to form a series of spaces rather than a single width corridor. These spaces double up as group areas and break-out spaces for the classrooms, and other facilities also occur off these. The chevron form is divided into three zones to provide nursery/reception, key stage 1 (two classrooms) and key stage 2 accommodation (4 classrooms), with group areas off the KS1 and KS2 classrooms.
The admin/staff and shared/community facilities form the other half of the building running alongside the chevron with a central spine provided between the two, containing the close support and services functions such as group room, Library, WC’s and storage. The library/ICT area has been placed at the centre of the classroom circulation as an extension of the open plan space which also provides a breathing space between the KS1 and KS2 accommodation, and creates a central ‘heart’ to the school.

The plan arrangement enables the main classroom and circulation areas to be isolated and secured whilst allowing full access to the hall and community room from the main entrance of the building. The three adult/disabled WC’s within the building will be available for community use whilst the pupil WC’s will be remain fully secured. The admin/staff areas and nursery will be capable of being secured / locked as these are outside of this secured classroom area. However the community/parents room and associated kitchen can be made available as necessary.

The massing articulates the concept of the
building further; identifying the community use areas from the admin and teaching areas, the route from the entrance to the hall has a higher internal height which is consequently replicated externally. The raised section affords much needed internal clearstory lighting to the internal corridor and hall and forms a 'lantern'.

The height of the hall and the buildings location adjacent to the roundabout adds presence from the road. The road height is approximately 2m higher than the building floor level. The classrooms are the same height throughout, with their flat roof punctuated by a series of ventilating rooflights.

3.4 Elevational treatment

This split of two halves is taken further into the language of the facades, with that facing the development entry road as a secure hard and tough barrier, and those facing the playgrounds softer and more open.

The solid, secure, gently curving façade facing the road is designed to recall the former use of the site; represented in brickwork, on this façade, the grey and red/brown banding of the ironstone which was previously quarried on the school site. It is envisaged that this façade will blend with the ground, and will become increasingly visible when approaching the school entrance, as the road adjacent to the site slopes downhill, revealing the building. The solid nature of the façade is also relived with inset features; a large, glazed inset window to the multi-purpose/studio and a projecting glazed bay to the staff room.
The classroom façades are open, friendly and visually playful, connecting the classrooms to the playgrounds as freely as possible: large areas of glazing are provided in support of this, with brightly coloured solid panels incorporated in the glazing system. The treatment for the solid parts of the facades are in, coloured render in more muted tones, with smaller punched windows. Doors are solid with slot windows and are brightly coloured to bring identity to the internal spaces. The roof projects over the facades to provide protection and solar shading to the classrooms.
The main entrance to the school is announced by a large canopy. This, and the brickwork wall of the nursery lead you to the entrance, which itself is a glazed opening in the tall brickwork wall, a continuation of the long curved north-west façade.

3.5 External layout

The pedestrian route from the west and north leads directly, via entrance gates, to a small plaza, which forms the main entrance to the school site. The plaza acts as a security ‘air lock’ for the site but is linked directly to the visitor’s entrance and community/ parent’s room within the School building. A staff terrace adjacent to the staff room is proposed as an adjunct to the plaza. A 1.8m high weld mesh fence separates the plaza from the rest of the site, which is secured by a 2.4m high perimeter weld mesh fence.

Gates at the south east corner of the plaza lead on to a tree lined ‘promenade’, which runs between the nursery/ reception play area and the playing fields, and ends at the hard play area. Benches will be positioned in the plaza and along the promenade, where Parents can wait for their children at the end of the school day.
To the secure side of the building and site, the classrooms break out onto the hard play areas, which ‘flow’ into the soft play. The playing field is to the far south of the site with the hard court situated on the KS2 hard play area. This overall layout provides separate play areas for nursery/reception (including covered play), KS1 and KS2. The nursery/reception play area is a secure area and is demarcated with a low timber fence or hedge. The layout allows for good visual connection across the secure side of the site.

This layout enables KS2 pupils to utilise the remainder of the external curriculum areas for play, extending this from the local hard play area outside of their classrooms through to the hard games area and onto the playing fields.

The hard games area accommodates a full size netball court with run off and the playing fields accommodate a mini-football size pitch with run off.

Social facilities will be provided within the hard play and landscaped within the periphery of the soft play areas for all stages. A habitat area is located in the far north corner of the site: this positioning allows it to be fenced off if so desired.

External play areas are within the BB99 recommendations for hard, soft and games court: note that the KS2 hard play and game court is combined.

Secure cycle storage for pupils is proposed off the entrance plaza and adjacent to the staff parking areas. Teachers and Visitors can access a secure segregated area of the cycle storage from the car park. Storage for a total of 40 bicycles is allowed for.

The gated staff parking area is located to the south west of the School site and is accessed off the vehicular access route. Sufficient parking is provided for 24 vehicles, a motorbike and 2 additional disabled spaces. Landscaping softens the parking area, which helps to soften the ‘hard’ product of the access route and drop off area. There is external lighting across the whole of this area (see Appendix N for external lighting layout and specific lights used).

Access for services and emergency vehicles, with a turning head, will be provided around the northern side of the building.
4.0 Access Statement

Pedestrian route
The main pedestrian route from the west (therefore from the new housing development) and the north is determined to make the journey to the School a pleasurable experience and gives priority over vehicular movements for the safety of pedestrians. This main pedestrian route is adjacent to and south of the main vehicular access and drop off facility to the School.

4.1 Vehicular routes
The vehicular access road is one way and it is proposed that it will also be used to access the proposed community car park. We are still awaiting detail design of the access routes/ drop off and community car park from Bela Partnership Ltd. The design of the entry road and drop off will consider the safety of pupils/ pedestrians, quick drop-off in the morning and waiting pick-up in the afternoons.

The gated staff and visitors car park situated in the southwest corner of the site is accessed of the vehicular access road. A total of 24 car parking spaces are provided, 2 of which are accessible. These have been calculated on the following basis:

a. pupil / adult ratio for no’s of pupils (210) and phase of education 14:1 for primary (DfES model of Feb 2004) which includes teachers, support staff, visiting teachers and visiting support staff (15 spaces)
b. extra 10% teaching staff for workforce reform (from Sept 2005) ( 1 space)
c. nursery schools have extra space per 25 sq m (3 spaces)
d. office staff and site supervisor (3 spaces for primaries)
e. cook-on site kitchen / visiting professionals for parents room (2 spaces)
Total = 24

4.2 Services and Emergency Vehicular Access
Service access is to the side of the building adjacent to the access road entry point. This service access road has a turning head at it’s end that can be used by refuge vehicles. Highways have requested this.
Fire Vehicle Access: Regulations require 15% of the building perimeter needs to be accessible by the fire service vehicle. This can be achieved from the entrance façade and by reversing up to 20m via the side service access in accordance with the regulations.

4.3 External Waste Storage

External bin stores are located at the front of the side service access, this can be accessible relatively easily for the kitchens and from the entrance.
The bin store is intended to hold Euro bins, with defined areas for recycling waste bins.

4.4 Inclusion

In consultation with the Northamptonshire County Council, the school is designed to provide an inclusive environment, in accordance with current legislation, that provides for the needs of all users. The design accommodates the differences in the way that people use the school environment and enables participation in activities equally and safely and in a way that maximises individual abilities. Guiding principles include:

- There will be equitable access
- Appropriate space will be allocated
- Ease of use, comprehension and understanding will be ensured
- Using the building will require minimum stress, physical strength and effort
- The building will provide safe, comfortable and healthy environments
- Use of the school outside normal hours will be managed by the building managers.

4.5 Guidance

Guidance referred to:

- The Building Regulations of England & Wales (most specifically Part M)
- Building Bulletin 94: Inclusive School Design (published by DfES)

The building is designed to be fully accessible to all members of society, the design of the building is inclusive for children who maybe dependent upon wheelchairs or have varying degrees of vision
and hearing impairment. The site is made as accessible as possible and the car parking area is located and designed to allow ease of access to the building. All play areas are easily accessible for wheel chair users.

4.6 Access
The building is accessed from a new access road shared between the primary school and the community parking. The two parking spaces nearest the school within the school car park are designated as accessible and have the necessary access zones to the rear and sides. There is an incline from the carpark to the School entrance, which will be kept to a maximum gradient of 1:20.

A signpost indicates the main entrance to the school. The main entrance at the front of the school will have automatic opening doors power-operated by push-pads internally and externally. These entrance doors are glazed with manifestation, have a level area of 1500 x 1500mm outside, flush thresholds (max. upstand 15mm) and meet Part M for clear widths, with a minimum clear opening width of 1000mm. The colour of the door frame will contrast with the colour of the surroundings.

The School has been designed to allow for pupils to access and egress the classrooms from both the external hard play area and the main internal circulation route. This will decided by the appointed Head but it is envisaged that Parents will accompany their Children (especially KS1) from the entrance Plaza along the ‘promenade’ to the hard play areas and wait with them until the bell rings signifying the start of the school day. At the end of the School day Parents can wait for their Children either in the hard play areas, the ‘promenade’ or the plaza depending on the age of their children. All routes allow for level access.

4.7 Circulation
The building is single storey with a level floor. The floor surface in the entrance lobby will be slip-resistant matting that will not impede the movement of wheelchairs. All doors are to be coloured to give a high contrast to the frames and the leading edge will similarly be distinguished from the door leaf. They will be positioned to give a 300mm min. unobstructed access to the pull side and any return wall. Vision panels meet the requirements of ADM 3.10. All opening furniture contrasts with the door leaf and is suitable for operation with a closed fist. Where possible, doors subdividing corridors will be held open but self-close in an emergency. Corridors are minimised within the plan and are a minimum of 1.9m wide at their narrowest points.
4.8 Facilities

Hearing induction loops are provided in the Entrance lobby and in the Hall as a minimum. The reception point is within the entrance lobby and incorporates a counter at a level suitable for a seated person at 760mm (max.) above floor level. Internal signage (directional and room names) has upper and lower case lettering on a contrasting background as a minimum. Switches, socket outlets and controls will be mounted at appropriate heights as Part M 4.30 and are located in dado trunking which projects from the wall surface. Socket outlets indicate whether they are on or off.

The sanitary accommodation: There are a number of disabled cubicles for the staff, children and visitors. These cubicles vary in type, individual cubicles and ‘with assistance’ cubicles. The refreshment making facilities in the staff room will be in accordance with Part M 4.16.

4.9 Acoustics

To allow natural ventilation to be used in most areas of the school it has been recommended by the Acoustic Consultant that indoor ambient noise level requirements are relaxed by 5dB to 40dB (in classrooms). This element of BB93 will therefore be deregated. The proposed room finishes will meet the BB93 criteria regarding reverberation time. The proposed roof construction will meet the performance required by BREEAM 2006. Refer to the Acoustic Report in Appendix I.
Environmental Statement

The type of development is a Primary School and as such is not listed within the types of development that require or may require an environmental impact assessment. We do not consider the development to have a substantial environmental impact and as such have not included a site specific Environmental Impact Assessment in support of this application. The site is brownfield, currently used as a location to place spoil for the main Little Stanion development.

Nevertheless an Environmental Statement was produced as part of the main Little Stanion development outline planning application. The conclusion of this was that the overall development did have an impact on the local environment; however mitigation strategies have been put in place to compensate for the issues raised. For further details of these please refer to the Non-Technical Summary of this statement which is included within Appendix D for information.

Other items regarding environmental issues are covered in the separate statements and assessments listed below:
- Ecology Statement
- Arboriculture statement
- Flood risk assessment
- Site Investigation report
- Air quality statement
- Waste management statement
- Transport Assessment
- Sustainability statement
Waste management strategy

Waste during construction
The Main Contractor will produce a Site Waste Management Plan which will outline the approaches that will be adopted and the considerations to be taken in order to facilitate a reduction in the amount of waste which is generated. The details will be completed as the scheme is developed and progressed through working drawings and specification to the construction phase.

Waste during use
The Scheme submitted for Planning Approval shows a dedicated compound for the storage of waste materials, adjacent to the service route, near the front of the school, where three large wheelie bins (Eurobins) are to be provided for waste, including a dedicated bin for recyclable materials. The compound is located out of the way of normal school activities. It is to be well ventilated and constructed with a secure envelope and secure timber doors which are locked and only accessible by the facilities management team. All waste will be kept within containers with lids to avoid the emission of odours and avoid attracting vermin.

There are approximately 3 bins of rubbish estimated to be produced by the school each week (term time only), including the nursery and the kitchen waste. The school intends to recycle waste where practical, to reduce the amount of waste to landfill, and encourage pupils towards sustainable lifestyles; therefore one of the external bins is for recycling and internal bins will be located throughout the school. The school will also be working with the catering contractor regarding the recycling of kitchen waste.

The school is expected to participate in the same recycling system as already in place at other similar schools across the county, called “Slim your Bin @ school”. They will be provided with internal and external recycling bins free of charge. The classroom paper bins for primary schools are 35 litre capacity and have lockable lids with a hole for the children to post the paper through. The County Council waste management team operate a service in partnership with local boroughs and districts to collect sorted recyclable materials. This provides for the segregation of paper, card, plastic and cans in clear bags in designated bins. The service will be structured so that recycled items can be collected mixed and the use of clear bags allows it to be collected at the same time as landfill waste in black bags. The bags are separated at the transfer station. This provides for a simple and energy efficient method of collection as a result of using the same vehicle.
The refuse collection vehicles will have access on to the site and can collect the waste onsite, adjacent to the waste compound. The service vehicle access to the scheme has been designed to allow for ease of access for refuse vehicles.
Statement of Local Engagement

Initial consultation on the establishment of the school has been carried out in accordance with the Statutory Regulations. Local Councillors, neighbouring schools, the local MP and Borough Council, Diocesan Boards and, as far as possible, members of the local community, have been asked for their views of the proposals. Documents from this consultation are contained within Appendix E.

Consultation was undertaken with the local Parish Council. A letter was sent on the 16th of May to Stanion Parish Council, describing the proposed new primary school. This letter was accompanied by drawings illustrating the proposed scheme. See Appendix F for the letter.

Discussions were also held with Richard Wilson, Corby Police Liaison Officer, regarding the application of the principles of Secured by Design.
Mineral working and restoration

This application is for a primary school and as such does not constitute any mineral working or restoration. It is noted that the site was a former quarry operated by British Steel (Corus) which was closed in the mid-fifties and backfilled by the early sixties.
Transport Assessment

The school site is part of a much larger development located on land allocated in the Local Plan for development on the eastern outskirts of Corby, towards Stanion. The whole development includes 970 new dwellings, shops, a community centre and the primary school site. The site of the proposed 210 place primary school is located to the north-west of the development area, adjacent to Long Croft Road.

A comprehensive Traffic Assessment report was produced to support the planning application for the development of the whole site, the scope of which was discussed and agreed with Corby Borough Council and Northamptonshire County Council, the Highway Authority. This report, which is included as an appendix to this application, analysed any relevant transport and transportation issues resulting in the development.

As a summary of the site-wide assessment it was concluded that the traffic impact of the proposed development on the local highway network is not significant and can be accomplished with minor junction improvements. Therefore it can be seen that any impact due to the new primary school is negligible.

It was found that the site is well suited to promote foot, bicycle and bus use to both Corby Town Centre, and to Stanion. A bus route will be extended to the site, which will obviously be of use to those visiting the primary school. The service is proposed to provide busses every 15 minutes at peak times, and every 30 minutes at other times.

The school site, and whole development, is accessed off Long Croft Road. During the construction of the residential development vehicular access occurs along agreed routes and with agreed hours of operation. It is proposed that construction traffic to the primary school site will also adhere to these same conditions, in order to minimise any negative impact on the local transport infrastructure.
Draft Travel Plan

An Outline School Travel Plan has been compiled and is included within Appendix G. A final more detailed plan will be compiled prior to the school opening when a shadow Governing Body and Headteacher are appointed. Further information is also likely to be available on improved public transport links serving the development.
Planning obligations

As previously mentioned the primary school site is allocated and the construction funded through a Section 106 agreement, Land West of Stanion, Application No. 04/00158/DPA dated 27 Jul 2006. A summary of the Section 106 agreement is included within Appendix B and relevant excerpts from the agreement within Appendix C.
Flood risk assessment / drainage strategy

As part of the outline planning application for the site wide development a Flood Risk Assessment was undertaken by WSP Development dated September 2004.

The following are extracts from the above report and reference should be made to the whole Flood Risk Assessment report for further information which is attached in Appendix H.

The FRA concentrated upon providing the necessary information relating to the proposed drainage scheme to demonstrate that the site is deliverable within the site wide planning application. The site is not shown as being at risk of fluvial (river) or tidal flooding on the EA’s Flood Zone Maps, however, areas downstream of the site adjacent to Harpers Brook to the east and south-east of the site, are shown to be at risk of fluvial (river) flooding for a 1 in 100 year return period event. Although this does not affect the site, it is imperative that the surface water run-off from the proposed development does not exacerbate the situation downstream.

There are no formal flood protection measures serving the existing site as the site is not deemed to be at risk of fluvial or tidal flooding.

There are no indications, nor history, of the site being at risk of groundwater flooding. The Environment Agency requires development of the site to be protected against the 1 in 100 year return period (1% annual probability flood) as it is in a non-tidal location. The site falls in a south easterly direction and therefore surface water will naturally flow in this direction. The proposed development will be designed to ensure that this situation will remain and that no parts of the development are constructed in such a location that would duly impede natural overland flow routes as set out within Condition 19 and 20 of the Outline Planning Approval of the site wide development.

The primary school development drainage system will be designed to accommodate the recommendations set out within the Flood Risk Assessment and on-site attenuation of the surface water run-off will be addressed in accordance with the site wide development environmental strategy.

See Appendix K for details of the preliminary drainage scheme for the school for both foul water and surface water drainage.
Listed building appraisal and conservation area appraisal

The overall Little Stanion development Environmental Statement Non-Technical Summary, as included within Appendix D, states “There are no Schedules Ancient Monuments, listed buildings, Conservation Areas, registered parks and gardens, or historic battlefields within the vicinity of the site and therefore the proposed development will have no impact in terms of designated sites.”
Open Space
The development will not contain any open space as defined within PPG17 within the application site. However the wider Little Stanion development as a whole has provision of open space.
Sustainability Statement

1.0 General Introduction

In May 1999 the UK Government published its sustainable development strategy entitled *A better quality of life: A strategy for sustainable development in the UK*. This set out four main objectives for sustainable development in the UK:

- Social progress that recognises the needs of everyone.
- Effective protection of the environment.
- Prudent use of natural resources.
- Maintenance of high stable levels of economic growth and employment.

A recognition and understanding that all new developments within Northamptonshire impact on the sustainable development of, not just the local, but regional area as a whole, is vital in realising the Government’s aims. Addressing issues, including the encouragement of positive social, economic and environmental implications of the scheme, and the promotion of the highest possible standards of design and construction, are of great importance for and future of the area.

The design team strove to integrate sustainable issues into the design vision of the scheme: A strong sustainable design agenda from inception helped to develop a new primary school building which minimises energy in use and embodied energy, within the constraints of the available budget.

The design team believe that passive and low energy sustainable measures should be addressed at concept design stage; sustainability should not be considered a ‘bolt on’, rather it should be embedded in the principles of the building itself. Once these passive measures have been fully utilised, the team can decide which renewable / low energy technologies are appropriate and will benefit the project.

The BRE Environmental Assessment Method; *BREEAM: Schools*, is being completed for the project, by an approved assessor, and a rating of ‘Very Good’ is to be achieved. The BREEAM system was used to help set environmental targets for the school building. It also served as a useful tool for the design team by demonstrating the environmental performance of the project.
2.0 Sustainable community

2.1 Introduction
This section will address the broader sustainable development issues associated with the primary school project including the impact on and benefit to the area, local environment and community as a whole.

The primary school is part of a larger development area, including 970 mixed residential units, shops, a community centre and community playing fields, located to the South of Corby town.

2.2 Community

2.2.1 Consultation
A consultation exercise was undertaken with Northamptonshire County Council, the client for the school scheme, and also with the local parish council (see Appendix E & F).

2.2.2 Community benefits
The building has been designed to be a prominent landmark within the local area; a marker at the mouth of the development as a whole. Its facilities are considered not only for educational use during school hours, but also out-of-hours: Supporting extended school services and also community use, without compromising the operation and security of the school itself.

The primary school is located adjacent to the ‘town square’ of the development as a whole. It is hoped that it will play a vital role in forming a community from those living in the newly occupied housing and create a sense of ownership of the public places within the area. The use of its facilities will be a great asset to the local community.

2.2.3 Economic benefits
The primary school is a key part of the development of the area as a whole; educational facilities are of major importance, as the large number of new dwellings brought to the area, will include many first-time-buyers with young children, of primary school age. The development will play a part in securing Corby as a thriving sub-regional centre.

Direct economic benefits to the community include the creation of local jobs, for example teaching, administrative or auxiliary, within the school itself.
2.2.4 Construction
Any negative impacts on the local community during construction of the school will be considered and reduced. Local labour will be used during construction, where practical, as well as local sourcing of suppliers and materials, where appropriate, thus benefiting the prosperity of the area.

2.3 Sustainable business practice
Northamptonshire County Council, the client, has sustainable policies which include appointing a contractor who uses sustainable business practices and gives high priority to sustainable issues.

2.4 Land use
The school site is located on a former ironstone quarry, which was filled-in in the 1950’s, and prior to this the site was farmland. A soil investigation has been completed for the site and no evidence of contaminated land has been found. See Appendix M for full Geoenvironmental ground investigation report.

2.5 Transport
Transport and access to the school building is an important element which must be considered in accomplishment of a sustainable solution. A draft travel plan has been drawn up to address these issues, and eventually a full travel plan will be created by the school’s Governing Body. This will evaluate and address the specific needs of those using the school. NCC Highways were also consulted with regards to the school.

The key principle is the minimisation of car use through the promotion of alternative forms of transport. A car sharing scheme is encouraged, for staff as well as parents and members of the community. Cycling, walking and the use of public transport are promoted. New Bus routes will be created to the site, safe and clear routes to the school on foot, and by bicycle planned, as well as secure bicycle parking provided on site. It is envisaged that a large number of those attending the school will be from the immediate locality, therefore it is hoped cycling and walking will be the most common method of reaching the school.

A drop off / pick up area for pupils is located in proximity to the school entrance and secure car parking is provided on site for members of staff and disabled drivers. Delivery / waste collection access is separated from the pupil entrance into the site.
2.6 Creating safe communities

Sustainable communities can only be achieved in places where people choose to live and want to stay. Safety and perceptions of safety are crucial elements in achieving such places. This need not be achieved at the expense of the other sustainability principles. The team believe that good design can contribute to reducing the opportunities for criminal and anti-social behaviour without reducing design quality.

The principles of Secured by Design have been adopted: Crime prevention measures were considered in the development of the design. This included not only creating a secure building, but also considerations of the wider community as a whole. Discussions were held with Richard Wilson, Corby Police Liaison Officer, ensure that these standards were met.

Specifically, measures include:

- Secure fencing around the site perimeter and staff car park.
- Adequate external lighting.
- A clear boundary line infers a sense of ownership and reduces anonymity.
- The building envelope is of appropriate and secure construction and the ease of access onto the roof of the building has been minimised.

The monitoring of pedestrian access into the site will occur at the start and end of the school day and there is a secure entrance lobby into the school building. From the main office the site entrance is visible, and from the classrooms the playing field, and land beyond can be seen, encouraging natural surveillance. Internally, the teaching areas can be secured, while community use areas remain functional.

These measures ensure the school is safe during school hours, during community use, and at all other times.

During the construction of the school the site will be secure with full height perimeter hoarding and with a 24hour security policy.

2.7 Natural environment

2.7.1 Climate change
Climate change is no longer considered a possibility or a likelihood; it is now recognised as occurring. Buildings designed today must be able to adapt to changing climatic conditions in addition to mitigating climate change through reduction in carbon emissions. The design team have looked to design a robust solution which minimises the effects of increased extremities of temperatures and weather.

2.7.1.1 Flood risk assessment

As part of the outline planning application for the site wide development a Flood Risk Assessment was undertaken by WSP Development, dated September 2004. The following are extracts from the above report and reference should be made to the whole Flood Risk Assessment report for further information which is attached in Appendix F.

The FRA concentrated upon providing the necessary information relating to the proposed drainage scheme to demonstrate that the site is deliverable within the site wide planning application. The site is not shown as being at risk of fluvial (river) or tidal flooding on the Environment Agency’s Flood Zone Maps, however, areas downstream of the site adjacent to Harpers Brook to the east and south-east of the site, are shown to be at risk of fluvial (river) flooding for a 1 in 100 year return period event. Although this does not affect the site, it is imperative that the surface water run-off from the proposed development does not exacerbate the situation downstream.

There are no formal flood protection measures serving the existing site as the site is not deemed to be at risk of fluvial or tidal flooding. There are no indications, nor history, of the site being at risk of groundwater flooding.

The Environment Agency requires development of the site to be protected against the 1 in 100 year return period (1% annual probability flood) as it is in a non-tidal location.

The site falls in a south easterly direction and therefore surface water will naturally flow in this direction. The proposed development will be designed to ensure that this situation will remain and that no parts of the development are constructed in such a location that would duly impede natural overland flow routes as set out within Condition 19 and 20 of the Outline Planning Approval of the site wide development.
The primary school development drainage system will be designed to accommodate the recommendations set out within the Flood Risk Assessment and on-site attenuation of the surface water run-off will be addressed in accordance with the site wide development environmental strategy.

2.7.1.2 Increased precipitation
The building envelope has been designed to minimise the future risk of water ingress and material damage due to precipitation.

2.7.1.3 Increased wind speeds
The low profile, one-storey design provides protection against extreme winds.

2.7.1.4 Increased temperatures
The use of solar shading on the eastern and southern façades of the school will keep solar gains to a minimum, thus controlling internal temperatures. Ventilation can be user controlled therefore allowing for temperature control of the classroom environment.

2.7.2 Water management
Low water usage fitting were specified and rainwater collection has been considered. (see 3.4)

2.7.3 Landscape and biodiversity
The site is situated to the South of Long Croft Road, and to the East of the residential development. To the South of the site will be community playing fields, and to its East, beyond an existing hedgerow, grassland. The building form responds to the site conditions; its northern façade, a protective brick elevation, curving gently with the boundary and road, and to the south the building opens up, with largely glazed elevations to the classrooms, giving views across playing fields and grassland to the East and South-East.

A detailed environmental report was competed for the whole development area, of which the school site is part, which included a survey and impact assessment. The area surrounding the school site has either a residential, agricultural or light industrial use.

Biodiversity is encouraged on the school site through the retention of an old hedgerow which runs the length of the eastern boundary. No trees are present on the site, but biodiversity will be encouraged through landscaping and the creation of a habitat area. To minimise the impact during construction a plan will be drawn up and followed.
2.8 Local character and heritage
An Ironstone quarry existed on the site, and before this it was farmland. The Ironstone was used in a steelworks situated in the nearby town of Corby, to the North of the site.

Northamptonshire is currently the largest single growth area, in the UK, outside of London and 52,100 new homes and 47,400 new jobs are to be created. The area surrounding Corby is designated as a development area.

The school site is not within a conservation area nor does it include any listed buildings. It is hoped that the school building will enhance the character of the area; being sympathetic to both the residential development to the West and South, and to the grassland to the East, whilst forming a protective barrier, its form sheltering the rest of the site from the view and noise of the main road to the North.

The curving brickwork elevation has been designed to recall the former use of the site; represented on this façade the grey and red / brown banding of the ironstone which was previously quarried there.

The housing development includes a variety of dwelling types and sizes and therefore the school must be appropriate to parents, pupils and members of the community from wide and diverse backgrounds; influential in giving equal opportunities to all and creating a sustainable and networked community.

2.9 Summary
This section has been concerned with the broader issues surrounding the new primary school. The sustainability issues associated with the building itself will be addressed in Section 3.0.
3.0 Sustainable building

3.1 Introduction
Specific sustainability issues of the building are discussed below, all of which are vital in the conception of a sustainable building, located within the heart of a sustainable community.

3.2 Design principles
From Planning Policy Statement 1: Delivering Sustainable Development:

“Good design ensures attractive usable, durable and adaptable places and is a key element in achieving sustainable development.”

For us this meant creating high quality teaching spaces and flexible community facilities, and a design in which all aspects of sustainability were considered.

3.3 Energy use
Carbon emissions from energy use in buildings accounts for over 50% of our total greenhouse gas emissions and energy use can also be a significant cost for building users. Approved Document Part L2A of the Building Regulations concerns energy use and its guidance has been followed, as well as achieving BREEAM points for the Very Good rating. The primary school has been designed to minimise energy loads by passive solar design through its orientation and external shading, and also by maximising the use of natural lighting, and passive natural ventilation.

In terms of where energy use is unavoidable levels have been kept to a minimum, for example through the use of energy efficient lights, use of equipment with a good environmental performance, the correct sizing of plant to prevent unnecessary energy consumption, ‘A’ rated white goods, and heat recovery. A solar heating system for hot water is to be installed, as this was found to be an efficient source of renewable energy and is to be a demonstration educational tool for the school.

Mechanical services within the school are zoned, providing automatic time and temperature control. For example, teaching areas, during times of community use of the building do not require servicing. Each space served has automatic individual space temperature control.
The mechanical and electrical services installation includes check meters for energy monitoring. The building user shall be able to record and monitoring energy consumption via the check meters and the Building Energy Log Book, which is issued to the building user upon completion of the contract.

These measures ensure that carbon emission are considerably reduced, that the school will be comfortable in all weathers, designed to be generally in compliance with Building Bulletin 101 and to have lower energy running costs while helping to reduce the future risks from climate change.

During construction the amount of energy used will be kept to a minimum through the use of well maintained and energy efficient equipment and by turning off equipment when not in use.

3.4 Water use
Rainwater collection has been considered, and within the school water use is kept to a minimum. This is achieved through the use of water saving devices fitted to urinals and low water content flushing cisterns and time operated taps are to be specified, as well as ‘A’ rated appliances.

During construction water use and leakage will be minimised as well as the amount of wet trades.

3.5 Materials and waste
Materials with low environmental impact will be selected for use in the project, where practical. Structural and non-structural elements are responsibly sourced. The BRE Green Guide to Specification will be consulted, when decided on materials to be used. The use of materials with high embodied energy, e.g. the use of concrete has been minimised; the building is of steel framed construction. Steel can be from a recycled source, and can also be recycled at the end of the life of the building. Other renewable / recycled materials are to be used where appropriate including those locally sourced. Materials have been chosen to fit in with the environment and surroundings, as well as be appropriate to their use, e.g. appropriately durable.

During construction waste management and recycling systems will be in place to facilitate a reduction of waste which is generated.

3.6 Waste management
Waste management during the use of the building is important. A bin store has been located on site for ease of collection, whilst also being out of the way of normal school activities. Recycling bins will be provided throughout the school to minimise waste to landfill and encourage pupils towards sustainable lifestyles. Refer to the waste management strategy within the design and access statement.

3.7 Pollution
The building is designed so as to minimise pollution to the surrounding area. Specifically:

3.7.1 Air
The classbases and general spaces are to have passive natural ventilation drawing from an unpolluted source i.e. the school playing field. Any mechanical ventilation inlets will be located away from potential source of pollution e.g. major roads. Plant equipment has been specified to reduce emissions of nitrous oxide.

3.7.2 Noise.
Activities within the building will not cause nuisance to neighbours.

3.7.3 Light
External lights designed to be Dark Skies compliant, so light pollution is minimised and so that the lights to not shine directly on neighbouring buildings, and angled downwards to reduce night time light pollution and minimise disturbance to wildlife.

During construction, measures will be taken to minimise pollution from construction activates to air groundwater, municipal drains, soil, including noise, dust, light and fuel spillages.

3.8 Health & Wellbeing
The health and wellbeing of users of the building are integral to our design approach. In the 18th Century, Architecture was defined as “Commodity, Firmness and Delight”. Delight is concerned with the creation of a high quality design; inspirational spaces to work and teach within the school, and is the starting point of our spatial arrangements.

3.8.1 Daylight / sunlight
The use of daylight has been maximised in the building. Rooms are adequately day lit to reduce the need for use of electric lighting during the average school day, by providing the appropriate illuminance level of light in teaching spaces. Unwanted solar gain is controlled through orientation
and shading and glare is prevented through the use of user controlled internal blinds to all occupied rooms.

3.8.2 Air quality / ventilation
Natural ventilation is used in most of the building and is user controlled and also allows for trickle ventilation, in compliance with Building Regulations Part F. Fresh air supply is adequate for the occupancy and use of space in compliance with Building Bulletin 101. Mechanical ventilation has been minimised in most of the building apart from spaces where natural ventilation could not be achieved or with a higher than normal occupancy, e.g. the main hall, or by process e.g. kitchen ventilation. Where mechanical ventilation has been unavoidable the mechanical systems have incorporated heat recovery and included filtration.

Acoustic attenuation had to be designed into the ventilation strategy, in order to meet with the required 40dB required in a teaching environment.

3.8.3 Building in use
Hugely influential in the school design was the creation of an appropriate learning environment; a well laid out building, full of the delight which by its nature should be an integral element of any learning facility. The building can help to facilitate learning, for example, the solar hot water heater with an energy readout panel in a prominent location, showing energy saved, the school’s recycling agenda and the habitat area, are all invaluable and can be used as learning resources.

Each teaching space in the building has been developed to be an inspiring learning environment, by being flexible, quiet, bright and naturally lit, as well as allowing user control of the environment.

Externally the school is visually playful, without appearing too overwhelming or out-of-place. Brightly coloured panels are incorporated within the glazing system on the classroom elevations. This is bounded by solid subtly coloured elements which also help in creating an exciting building for the pupils to enjoy.

3.9 Social sustainability
Social aspects had to be considered at the design stage of the project. These include:

3.9.1 Accessibility
The entire building is accessible to the disabled. It is now a principle in design that a whole building must be accessible, and facilities for the disabled provided, not only in compliance with Part M of the Building Regulations and the Disability Discrimination Act, but also in creating an environment of equal opportunity within the whole community.

3.9.2 Community use

The inclusion of community use areas in the school is vital in the realisation of the brief. Community areas are easy to access and mechanical and electrical services are zoned to allow for when separate areas of the school are used.

3.9.3 Safety and crime

As stated previously, the school was designed with safety in mind, applying Secured by Design principles to ensure that a safe, crime-free environment is created.
4.0 Post occupancy evaluation & summary

4.1 Post occupancy evaluation: Soft landings

Post Occupancy Evaluation involves systematic evaluation of the performance of buildings and the degree of user satisfaction in use, from the perspective of the people who use them. It assesses how well buildings match users' needs, and identifies ways to improve building design, performance and fitness for purpose.

The post-handover period is the most neglected stage of construction, however this is precisely when much can be fed forward into the completed project, for the benefit of the client and the occupants; and much can be learnt, recorded and fed back for reuse on future projects, to the benefit of all the stakeholders and any further issues can be tweaked and rectified.

Learning from how buildings perform in use - and fine-tuning them to perform better - remain central to the systematic improvement of the end product. It is the fastest and surest way to improve the performance of buildings in terms of sustainability and economics, and to achieve greater user satisfaction.

4.2 General Summary

Through the integration of issues of sustainability, through an overarching sustainable agenda throughout the whole of the design process it is hoped that the new primary school building meets all the criteria required of it for the benefit of its potential users and the community at large.
Landscape and Ecological Background

NOTE: All documents referred to in this report are available on request.

Site location
Corby R8 is a development site lying to the southeast of Corby adjoining the Euro Hub development and the proposed A43 bypass to the west of the village of Stanion.

The developers secured outline planning permission from Corby Borough Council on 5 July 2006 (ref 04/00442/OUT) to develop the R8 site. The site is currently being developed to comprise of a mixture of housing with associated community facilities and substantial areas of structural landscape and open space. Little Stanion School site is located on the northeastern boundary of the Corby R8 development.

The school site is proposed to include a one form entry school with nursery and small community provision.

Purpose of report
The purpose of this document is to summarise the ecological work undertaken to date for the Corby R8 site to support Little Stanion’s Primary School Outline Planning Application. This document presents an outline of the results of the ecological assessments and provides a summary of the recommendations for ecological mitigation and enhancement measures that are relevant to the development of the design proposals for the Little Stanion School site.

Summary of Environmental Reports
LDA Design prepared an Environmental Impact Assessment for Corby R8, in June 2005, to support an outline planning application.

The outline planning permission for the development required the preparation of a “Nature Conservation and Ecological Management Plan” and a “Landscape and Open Space Strategy” produced in September and May 2007 to discharge relevant conditions, (Planning ref. 04/00442/OUT, conditions 12 and 13).

A separate Woodland Management Plan has also been prepared for the ancient woodland site adjacent to R8, in accordance with a Section 106 requirement. This Woodland Management Plan
is separate from the Nature Conservation and Ecological Management Plan as it only deals with those areas outside the R8 development.

The reports above form an important aspect of the development proposals. Landscape, ecology and habitat creation have been included in the development of the masterplan design. The purpose of the Nature Conservation and Ecological Management Plan was to protect and enhance the retained ecological features within the site, provide details on the mitigation measures which are required to address potential impacts on protected species and to provide compensation, enhancement and management guidance for ecological aspects of the scheme design, in line with the commitments within the Environmental Statement. The reports, mentioned above, have been enclosed with the submission.

Since these reports have been compiled and work on site has begun, a constant ecological awareness has been present to assess and monitor ecology concerned with water bodies, hedgerows and hedgerow trees.

**Current Ecological Status**

**Site**
The Little Stanion School site is located on an area of the Corby R8 development which was previously arable farmland, like the majority of the site, with species poor hedgerows and a number of hedgerow trees along the boundary to the old mineral railway line. Since construction began the area has been used to store excess spoil.

**Surrounding site**
A number of ecological surveys were carried out as part of the EIA process. The species within and in proximity of the R8 site were noted (ref. Environmental Statement). The Nature Conservation and Ecological Management Plan mitigated any impacts on these species and is enclosed for reference.

**Landscape Strategy and Management**
The following landscape strategy and management objectives are relevant to the school site but should be read in conjunction with the Landscape and Open Space Strategy (September 2007):

T1 – Retained Existing Trees
Retain the existing hedgerow trees to the boundary with the old mineral railway.

H1 – Retaining existing hedgerow

Retain and enhance the hedgerow boundary to the mineral railway line

SP – Structure Planting

Maintain structure planting to the Croft Road Boundary to create visual enclosure to the site and enhanced habitat creation.

G4- Amenity and Structural Open spaces / G6 – Sports turf

Establishment and management of sports and amenity surface for school use.

T3 – Specimen trees / SH1 Shrub Planting – Native / SH2 – Shrub Planting – Ornamental / HP – Herbaceous Plantings and grasses / G1 – Meadow Grass / G7 – Mown Footpaths

Opportunities for habitat creation and landscape enhancement to the school site, as illustrated on the landscape masterplan.
Tree survey
No trees exist on the application site. See Appendix L for full topographical survey of the site.
**Historical, archaeological features and Scheduled Ancient Monuments**

From the assessment carried out for the whole development site (see Appendix D), of which the primary school site is part, it was found that:

There are no Scheduled Ancient Monuments, listed buildings, Conservation Areas, registered parks and gardens, or historic battlefields within the vicinity of the school site and therefore the proposed development will have no impact in terms of designated sites.

The ‘ancient woodland’ of South Wood and Oakley Purlieus are located nearby, but will not be affected directly by the proposed primary school. A Roman road is considered to run near-by, but again would be unaffected.

It can therefore be concluded that the proposed primary school would have no impact on the area in terms of cultural heritage.
Noise impact assessment

Sound Research Laboratories (SRL) have been appointed to advise on acoustic issues. Enclosed within the planning application submitted documents is a report by Sound Research Laboratories (SRL) (Appendix I). This report explains the site investigation and strategy proposed for the building to reduce the impact of noise levels on the school from the adjacent road.
Air quality assessment

From site wide analysis (see Appendix D) it was found that air quality at the school site is good and that no exceedances of the air quality standards are predicted for the future. The likely impacts of the development as a whole are dust nuisance during construction and deterioration in air quality as a result of increased traffic flows once the site is operational. The impact of the primary school during construction should not be significant. The dispersion modelling of traffic emissions during operation of the whole site showed that the increased traffic would give rise to a small to moderate increase in pollutant concentrations but would not cause any exceedances of air quality standards. The overall impact of the operational phase of the development is minor adverse, and the overall impact of the school is negligible.
Appendices

Appendix A  Outline Planning Permission for 970 dwellings at the Little Stanion R8 site, Corby Borough Council Application No. 04/00442/OUT

Appendix B  Little Stanion development (R8 Site), Summary of 106 Agreement

Appendix C  Little Stanion development (R8 Site), Excerpts of 106 Agreement

Appendix D  Little Stanion development (R8 Site), Environmental Statement, Non-Technical Summary

Appendix E  Consultation for provision of new primary school

Appendix F  Consultation with Local Parish Councils

Appendix G  Outline School Travel Plan

Appendix H  Little Stanion development (R8 Site), Flood Risk Assessment

Appendix I  Acoustic Report

Appendix J  Little Stanion development (R8 Site), Environmental Statement, Section 3.0: Planning Policy

Appendix K  Preliminary Drainage Scheme

Appendix L  Topographical Survey

Appendix M  Geoenvironmental Ground Investigation Report

Appendix N  External Lighting Layout
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