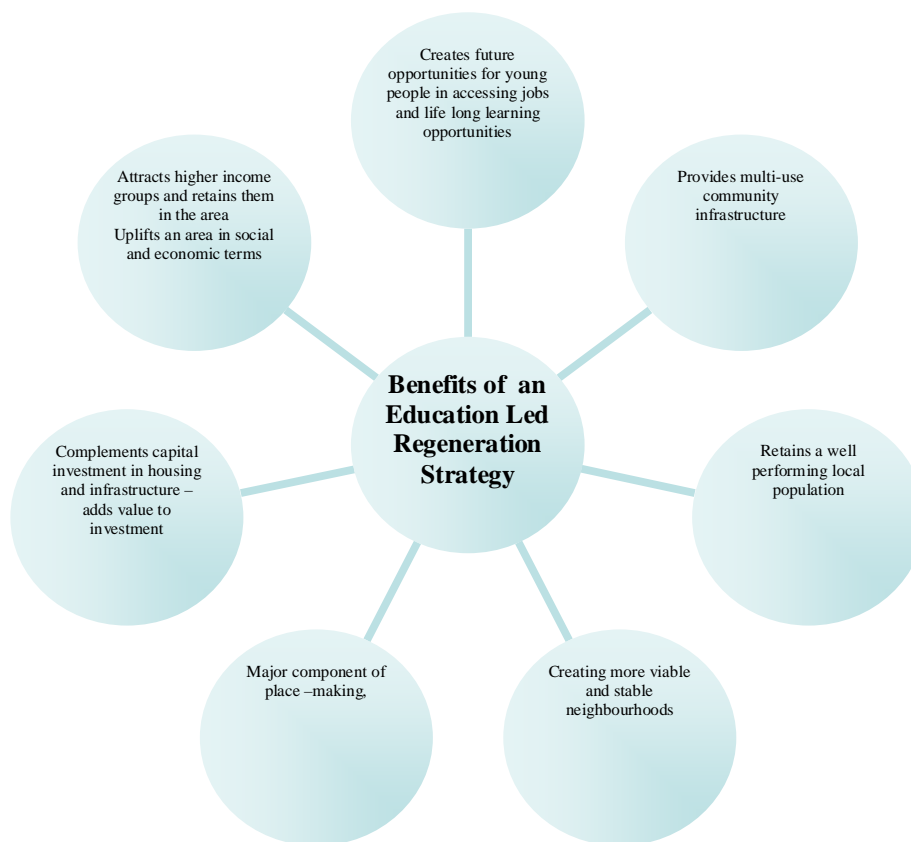


Education led Regeneration: A strategy for implementation

Section A - The importance of education from a regeneration perspective

Education is a key contributing factor to long term social and economic regeneration. Putting education at the heart of the regeneration plan is one of the most important steps to creating a skilled regional workforce, to attract and retain people and businesses and to drive prosperity. (Place Group Limited, www.place-group.com)¹

The diagram below illustrates the multiple benefits that can stem from placing education at the heart of an area regeneration strategy.



1.1 Intellectual framework

There is increasing recognition in the regeneration sector that good schools attract higher income families, and strategic support of good schools meets multiple regeneration objectives around raising attainment and creating stable mixed income communities. The points listed below presents a snap-shot of the growing consensus since the 1990s:

- A DEMOs publication from 1994, "The Common Sense of Community" by Dick Atkinson puts forward the proposition that the schools' traditional role as a hub of the community is likely to become more important as modern society focuses on learning and the

¹ Place Group is a specialist education company that works in partnership with its largely public sector clients to transform education and raise standards in schools.

knowledge economy. He highlights different models of educational provision such as the St. Paul's Community Project, Balsall Heath, Birmingham which runs a charitable secondary school, nursery centre, farm, enterprise and community centre. Its secondary schools intake in the 1990s made a point of taking school 'rejects' from local authority schools and in 1993, it outperformed all but 6 of the city's secondary schools in the GCSE league tables.

- A survey on Housing Preferences by the House Builders Federation as long ago as 1997 found that 'near good schools' was the first priority for households with children.
- "It is estimated that £10,000 a head has been spent on 'regeneration projects' in the London Borough of Southwark with no discernible benefit. Look after the schools and housing and everything else will fall in place. Get them wrong and nothing else will work". Fred Manson, former Director of Regeneration in LB Southwark as quoted from the New Statesman, 26 April 1999.
- Ken Worpole's Linking Home and School (Demos, 2000) provides clear evidence on the crucial role that primary schools play in neighbourhood stability and perceived quality of life – and therefore in the likelihood of retaining or consolidating social mix.
- "Where the natural state of expectation and aspiration is very low, building a brand new school can provide the opportunity to change attitudes fundamentally and create new hope. The new space can be used to signal to the community that their children are of value, worth investing in, and can and should achieve great things". However "it is not the space that drives performance, but what happens in the space. And what happens is more significantly influenced by collective aspirations than by the space itself". Martin Chilcott, CEO, the Place Group, Buildings for Education, July 2004.
- In March 2006, the Joseph Rowntree Foundation (JRF) published 'A good Place for Children? Attracting and retaining families in inner urban mixed income communities' highlighting the importance of an attractive and safe physical environment and social infrastructure of schools, community facilities and services using a number of examples in Scotland and London primarily the Greenwich Peninsula and Britannia Village in the Royal Docks. The Greenwich Peninsula example is of particular interest where a well performing primary school has been a clear factor in the success of the wider housing scheme.

1.2 Case Studies: There is clearly a body of research and literature from regeneration practitioners backed up by anecdotal evidence and sound bites from estate agents to developers highlighting the importance of well performing schools or using schools to attract higher income groups. There is also evidence that at a Borough level, innovation in provision and delivering improvements are being placed within a wider context of area benefit and regeneration. A number of case studies are detailed in Appendices A and B covering many facets of improving school provision and services as part of wider regeneration and/or local authority initiatives.

These range from advanced provision of a new school as part of the Greenwich Millennium Village development, to community outreach and parental engagement in Lewisham, and the separation of the teaching function from the site management functions in Bromley.

1.3 Common factors – There are number of common factors in each case study largely stemming from local level recognition that intervention in the schools sector brings wider benefits and capitalizing on new funding. Using the Greenwich Peninsula example, common factors include:

- **Political priorities** - Millennium Village concept was politically driven and the Deputy Prime Minister's interest in the wider project was a key lever in securing English Partnerships capital investment in the school and health centre.
- **Enlightened leadership** - The Council had a very clear vision and strong political will. It was the Council that first suggested to Civil Servants that a successful community would need a school and this was taken on board by the then ODPM. The Council has gone so far as looking at provision for faith centres as fundamental building blocks for the community. They have replicated their experience of innovative school regeneration across the Borough on large redevelopment projects e.g. Kidbrooke Estate.
- **Continuity of commitment** - The Council's strong and consistent vision and political endorsement was matched by the high level of priority given to the Peninsula site by ODPM and EP (again due to the success of site being high on Prescott's agenda)
- **Innovation**- A view was expressed by Greenwich officers that the Council had to innovate and consider ways of aligning existing regeneration funding to deliver wider social objectives. They felt it there was no choice but to innovate. Greenwich had at the time hit rock bottom in terms of 'market failure'. This prompted a radical, aggressive and clear-sighted vision as part of which Councillors and chief officers lobbied for Central government intervention.
- **Alignment of new and existing funding** - It was emphasized by Greenwich officers that the key to delivery of social infrastructure was alignment of existing local authority funding streams and a strategy to take advantage of new regeneration funds and priorities to deliver wider priorities They clearly embarked on a campaign of political lobbying and working new and existing funding harder. **The importance of having both capital and revenue funding was also critical to the successful delivery and operation of the primary school on the Greenwich Peninsula.**
- **Human capital** – A key factor is internal capacity and intelligence to deliver (i.e. intellectual capital to 'join the dots'.) usually embedded in charismatic, far-sighted individuals who are empowered to deliver an innovative agenda (i.e. freedoms and political endorsement). High level leadership was reflected at Chief Officer level across Council Directorates and at Head teacher levels. This overcame any potential issue of "silo" mentality that often dogs public sector programmes.

1.4 This innovative approach and understanding of wider regeneration benefit is not yet universal nor is it already embedded in mainstream regeneration policy. There is clearly an opportunity for new and existing regeneration partnerships and delivery agencies to embrace the potential role of education. A renewed focus on best practice emerging from related programmes such as New Deal for Communities (NDC), Neighbourhood Renewal Funding (NRF) and Sure Start is a good starting point. Education led regeneration has the potential to deliver lasting benefits as long as there is recognition that both capital and revenue funding are of equal importance.

Stage B Characteristics of the parts of the Thames Gateway area, opportunities and gaps

1 Characteristics and Challenges

- 1.1 The Lower Lea Valley including Canning Town and London Riverside have a number of persistent structural weaknesses that impact on their development. In addition to the physical constraints and the poor environmental legacy of the area, the social challenges include high deprivation rates, low skills and aspirations, a limited number of businesses, worklessness and a low percentage of residents working in well paid and/or growth

Local Futures Group's The State of the Thames Gateway – An Economic, Social and Environmental Audit, June 2006 (not published yet) has established that:

There are relatively few 'knowledge workers' living in the Gateway despite its strong economy. This is indicative of the knowledge divide between high-skilled workplaces and low-skilled residents. Many of the knowledge workers who work in the Gateway do not live locally; it tends to be the lower-knowledge jobs that are taken by local residents.

Levels of prosperity in the Thames Gateway are average but very variable within the area. TG Essex is generally the least prosperous of the three 'regions' although the London boroughs of Newham and Barking & Dagenham also have low scores.

Average school achievement rates are roughly in line with the national average, with 54% of 16 year olds achieving 5 or more GCSEs at grades A*-C. However, this varies massively within the TG districts, with LB Barking and Dagenham and LB Newham wards in the LTGDC area demonstrating below average school performance even compared with overall Borough average.

- 1.2 These social factors have combined with poor physical assets to create a very negative reputation for these areas. Recent local election results particularly in LB Barking and Dagenham may exacerbate this issue of poor image as it appears to imply there are issues of social cohesion in the area. This combination of factors presents significant challenges in creating social and economic uplift in the area.
- 2.3 In tandem, diversification of housing stock and tenure mix should be coupled to the provision of high quality infrastructure in advance of in-coming populations. If families can be attracted into regeneration areas and there is a quality offer in terms of schools provision, then the likelihood is that families might be retained in the area. This in turn will contribute to neighbourhood stability and viability through personal spend in retail outlets and patronage of other local services (Joesph Rowntree Foundation Reports, 2005/06).

3 Role of Regeneration Delivery Agencies

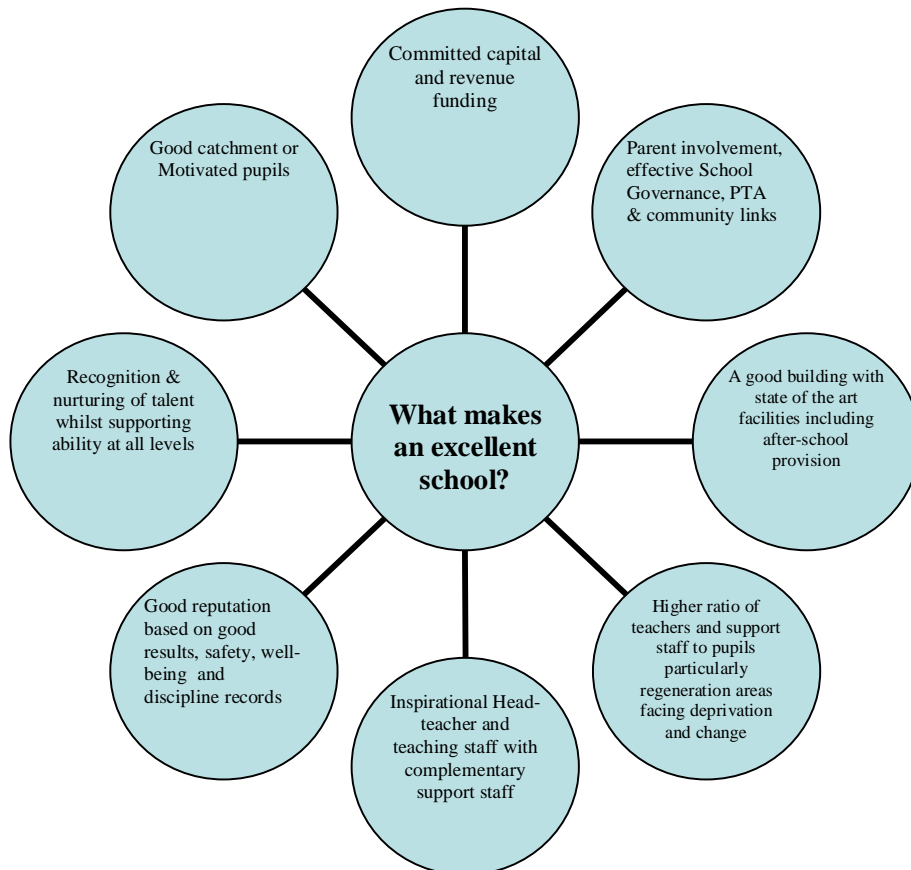
'INFRASTRUCTURE MUST COME FIRST' – "Finding funding for infrastructure such as ... schools, is of huge importance to the people running housing growth schemes. Building new homes without infrastructure in place undermines communities". Jamie Carpenter, Regeneration and Renewal, 21 July 2006 writing on the Milton Keynes Growth area.

- 3.1 Regeneration agencies with a remit to promote physical and economic development also have an opportunity to twin its capital intervention with creating social capital in its areas through supporting education improvements and attainment. Successful intervention will require alignment of funding, objectives and a clear commitment to partnership working with local partners. This is not an easy option.
- 3.2 The political context is a key issue particularly for areas like Barking and Dagenham and Newham. Given local election results, there are concerns about social cohesion and targeting delivery of services for existing communities (including mitigating fear of incoming communities). Both Boroughs also have significant challenges in creating uplift in their most deprived communities despite nearly twenty years of regeneration initiatives (such as Single Regeneration Budget) and a commitment to education improvements. Both Boroughs have capacity issues like most London Boroughs in terms of staff capacity, turnover, leadership and management – all of which can impact on the ability to deliver maximum benefit from funding opportunities.
- 3.3 Local Delivery agencies have an opportunity to provide capacity to local partners delivering education schemes in its areas and act as an 'honest broker' between school personnel, local authority personnel and strategic funders. This role could be modelled on the West Ham & Plaistow NDC's approach on delivering its education theme. The mid-term evaluation undertaken by CSC Consultants in 2005 established that "The NDC ...acts as an important pivotal factor in the development partnerships in (their) area."

Stage C - Opportunities to deliver education led regeneration in the LTGDC area

1 What makes a good school

1.1 The diagram below breaks down the common components of an excellent school that most practitioners and parents would concur with.



1.2 An ambition to meet all these components, no matter how challenging should be the basis for any education led regeneration programme.

2.2 An initial assessment by the LTGDC in East London would indicate a number issues:

- Despite investment from NDC programmes in Eastlea Secondary School, improvements have not been continuous. Although more generally schools within the West Ham & Plaistow NDC has seen improvements across a number indicators directly attributable to NDC funding (West Ham & Plaistow NDC Education Theme Evaluation, CSC, July 2005)
- Greater synergies could be achieved through BSF funding opportunities building on lessons learnt from the NDC programme
- Overall vision is not ambitious enough
- LA capacity may be an issue as well as senior management capacity within individual schools

- Disrupting effect of de-canting, new development against need to stabilise teaching complement and offer.

3 Why it must happen

An injection of upfront revenue funding into the education sector would address some of the issues identified above but more importantly could create a climate of stability and certainty in which change can be managed productively.

- BSF Funding and other education funding streams presents an current opportunity to embed wider regeneration objectives
- Delivers regeneration agency objectives to create economic and social uplift in the area
- To provide a viable and long term base that supports and adds value to capital investment in the area
- One could argue that grasping the challenge of creating educational uplift in deprived areas, requires an acknowledgement that additional funding will nearly always bring benefit. Anecdotal evidence citing studies in Chicago on improving educational attainment in deprived areas indicate that it costs up to 10 times more funding to create uplift if the baseline is very low (Damien Tissier, Principal, STUF Consultants).
- The NDC capital and revenue funding into revenue within its area of influence has had significant positive impact on results, achievement of targets, teacher retention, improvements to morale and increased engagement from parents (West Ham & Plaistow NDC Education Theme Evaluation, CSC, July 2005). Schools that have not had such additional investment are starting from a much lower base. Even with BSF funding in place, it cannot be assumed that an immediate uplift in performance will take place as evidenced by NDC investment in schools.
- Delivery agencies should be able to eradicate 'cliff –edge' pattern of area based funding and equalise the benefits that have been set in train by NDC funding to other schools with the LTGDC area.

4 What can happen - NDC Experience

4.1 The West Ham & Plaistow NDC Programme is a ten year programme that commenced in 1999. Early on in the programme, education was identified as a key priority. The objectives of raising educational attainment and improving the quality of facilities within NDC schools was the driving force behind the vision and realised through a programme of targeted and tailored capital and revenue programmes. The key outcomes sought were:

- To increase the number of pupils achieving the key stage 2 results to the inner London average in English, Maths and Science at two specifically targeted schools by the end of the schemes lifetime
- To increase the number of >5 GCSE A-C passes to the Inner London average by the end of the schemes lifetime
- To increase the percentage of residents accessing lifelong learning to 10% by Year 6 and 20% by the end of the scheme's lifetime
- Reduce teacher turnover (for all NDC schools) by 20% by year 6 and 15% by the end of the scheme's lifetime
- Increase the number of pupils staying in school past the age of compulsory education

4.2 The capital programme focussed on refurbishment of facilities including the provision of new classrooms, providing specialist facilities and environmental improvements. The revenue

elements of the NDC programme as implemented and still funded total £2,623,796 over the life of the programme. The highest value interventions are as follows:

- Teacher Recruitment and Regeneration – Funding of specific posts in tandem with improvements to ICT at £1,580,880 over the total lifetime of the project (or £150,000 pa)
- Funding of Local Teaching Assistants, Family Support Officers and IT support staff posts that have had a significant positive impact - £758,812 (or £75,882 pa)
- Other revenue funded activities include Mentoring Programmes, New Deal for Achievement, Study Skills, Writers in Residence and Creative work with families.

4.3 The West Ham & Plaistow NDC Education Theme Evaluation, CSC, July 2005 found that the most noteworthy approaches that had been successfully mainstreamed were 'teacher recruitment and retention' and 'local teaching assistants'. However, a key mitigating factor in inhibiting true mainstreaming as "(the) reality (that) flexibility and growth potential of schools programmes are determined by the availability and dissemination of funds at the LEA level. Disparate funding formulas can disproportionately affect the way in which schools are funded across boroughs and also at a sub-regional level. For Newham in particular, it is felt that schools are inadequately funded compared to other inner city London boroughs." In an attempt to create certainty, the NDC's new 5 year strategy " will guarantee schools with three year projected budgets and the creative capacity with which to manage budgets. This is likely to reduce the uncertainty faced by schools and provide more stability in the future planning of resource".

Conclusions

- There is sufficient evidence to indicate support to education projects provides long lasting benefits and delivers better outcomes to area regeneration schemes.
- Regeneration delivery agencies currently has a window of opportunity to add value and create synergies with education projects in its area of influence. It is also potentially in a position to broker partnerships with schools, the local authorities, strategic funders and other partners who have shared objectives in raising attainment.
- To deliver this on potential intervention will require agreement on capital and revenue resource allocations.

Section A

Appendix One: Case Studies to support the role of schools as part of wider regeneration strategies

SOURCE: <http://www.teachernet.gov.uk/casestudies/casestudy.cfm?id=379>

Case Study One: Plymouth – Area by Area regeneration

The problem

Plymouth in South-West England suffered extensive bombing damage during the Second World War. As a result most of its schools were rebuilt in the immediate post-war period. There has been little new school building since then and many of the buildings are now uneconomic to refurbish. Meanwhile primary rolls have been falling and 13% of current places are surplus.

The solution

Extensive regeneration is taking place in Plymouth and schools are seen as a key element in achieving successful regeneration. The Local Authority and regeneration partners have recognised that a good school can:

- Provide community cohesion.
- Act as a catalyst for bringing families back into an area.

The City has been divided into 16 school community areas and there is a **ten-year implementation plan** to rebuild or refurbish primary and secondary schools on an area basis:

- All 17 secondary schools will become specialist colleges.
- Many primary schools will become full-service extended schools.
- Plans allow for 8% surplus places in each school community area to cater for parental preference.

PFI projects are playing an important role:

- They are allowing eight primary schools to be rebuilt as six new schools.
- PFI money is also funding a school in the Whiteleigh area, an all-through campus that incorporates a children's centre, neighbourhood nursery, primary, secondary, PRU, youth and community centre and special school on a single site.

Developer contributions and land sales will fund further phases of the implementation plan. The City Council is in the fortunate position of owning large tracts of land, the value of which will increase if the regeneration programme is successful.

Case Study Two: Bromley - Creating a site manager post at school

The problem: Langley Park School for Girls is a single sex girls 11-18 foundation school of over 1,300 pupils. Langley Park had found that premises management was requiring significant amounts of senior management time in:

- Determining priorities for, and overseeing, repairs and maintenance
- Drawing up plans for site use and improvement
- Ensuring health & safety

The solution: The school has set out to reduce the administrative load on teaching staff, and in particular those with management responsibilities, in order to maximise their availability for professional leadership and teaching. To do this, the school employed a site manager when it became evident that premises management was requiring significant amounts of senior management time.

This strategy has had two main aspects:

- Acquiring expertise to manage functions previously managed by teachers
- Transferring administrative work traditionally undertaken by teachers to support staff
- The examples in this note relate to the acquisition of expertise

Two areas of expertise were introduced so as to enable day-to-day management of these issues to be at arms length, with a substantially reduced involvement of teaching staff. These were:

- The employment of a firm of professional building surveyors to assess and advise on the maintenance priorities in the school, to seek tenders and to supervise work in progress.
- The creation of a site manager post at a level of expertise and authority which enables the holder of the post to manage site staff, take a lead in site development issues and generally relieve senior teachers of front line caretaking, cleaning and security management.

Outcomes of the project: The successful development of the site manager post has now enabled the role of the surveyors to be taken on by the site manager as an entirely in-house function.

The outcomes are regarded as highly satisfactory by the school and include:

- A reduction in teacher time spent on premises management issues
- Better use of the limited resources available for care and maintenance of the premises

Transferability: This approach to site and premises management will become increasingly applicable in most secondary schools and large primary schools as greater responsibilities for buildings are delegated.

Bursars can also play an important part site and building management in schools - ranging from security of the site and preparation of maintenance schedules; through to the letting of school premises and drawing up outline specifications for new buildings including tendering, obtaining planning permission and liaising with contractors and architects.

Case Study Three: Lewisham - School works with statutory agencies to help pupils

Brief description of the project

The Deptford Advocacy Project (DAP) was established in 1999 to work with young people between the ages of 11-19 and their families attending schools in Deptford Green, Lewisham. Special focus was made on families either in crisis or moving towards crisis. By working in partnership with other voluntary and statutory agencies (including education social workers, benefit agencies and family support agencies) and schools young people and their families are being helped to manage their problems better.

A Girls Anger Control Group was run over 6 weeks for year 9 pupils. The girls were taught strategies to deal with the way they behaved and reacted in different situations. Contact details: Lisa Samms, Project Co-ordinator, Deptford Advocacy Project, tel: 020 8691 3236

Outcomes of the project

The result was a significant reduction in exclusions and referral room detentions for 50% of the participants. The success of this programme has led to a second group being set up. Staff and pupils alike have seen the benefits of the group; one participant concluded that “it made me see that you can stop yourself from getting into trouble if you just stop and think about what you are going to do next”.

Resources and staffing

Initially the project was funded by a successful bid from a local Single Regeneration Budget, enabling the school to employ a Youth and Community Worker. Further funding has been found through a variety of trusts with a large proportion of the money currently coming from the New Cross Gate NDC.

Case Study Four: Greenwich - Move allows better facilities for the community

Brief description of the project

Annandale Primary school had a focus on helping pupils with special educational needs. In 2001, the school moved to its new site, in the Millennium Village, Greenwich, and was re-named Millennium Primary School. The Millennium Primary School, Early Years Centre and Health Centre were built in 2001 as part of the new Millennium Village in Greenwich, London.

Annandale Primary school was a popular and successful primary school and already provided a number of extra services and in particular set out to help pupils with special educational needs (SEN).

The new site is designed as a school and community centre to be open 48 weeks of the year, with an extended day. A wide range of education and health services are available.

- A 'Designated Specialist Provision' (DSP) has been open since April 2002 for children with Autism. The children are integrated into mainstream classes approximately 50% of the time. It has been developed with dedicated staff.
- Before and after school care is available for children under 8, where breakfast and tea are provided.
- A variety of after school clubs for children are on offer, including dance, French, guitar and the 'play club'.
- Autistic children from across the borough attend a special drama group at the school.
- School opening hours during weekdays have been extended to allow for football training, evening classes for adults, which include NVQ qualifications and governor training, and for a range of meetings and other courses.
- At weekends the school is used by the local church, and for Indian dance and Portuguese classes.
- A full range of primary care services and welfare services are also offered for the wider community through the health centre next door. The centre promotes healthy living and preventative approaches to medicine and its reception area includes a one-stop-shop for information and advice.
- The use of space in the school enables the health centre to hold meetings, exercise classes and courses.
- ICT is used extensively throughout the school to help provide services to the local community.
- A toy library for early years learners is run by parents at the school, who are encouraged to use computers to administer the scheme.
- Parent classes were held each Monday over two terms in our ICT suite. Basic and Advanced skills were taught on a rolling six week scheme. This has helped to promote parents' interest in ICT.
- The Early Years' Parent Group, which aims to equip parents with basic computer skills. A parent who was on the scheme voluntarily teaches other parents, and a peer learning network is developing.
- The school has also provided computers to a number of families of children in Key Stage 2 who were identified as not having a computer at home. This clearly sparked an interest in those families, who returned the computers to school having purchased their own replacements.

Outcomes of the project: Ofsted reported 'The school has rich and varied links with the community, which enrich and strengthen the curriculum. The school has worked effectively with a special school in Greenwich, and this has included training for the staff on teaching approaches for pupils with special educational needs.'

What's next? The school is currently working to develop its ICT suite, through increasing the number of workstations in the room, and it is hoped that this will make it more suitable for use by the community.

Appendix B: Precedents for the advanced provision of education facilities

EXAMPLE ONE: Victoria Dock Village, Hull

Background to school provision in Victoria Dock Village, Hull

Victoria Dock Village in Hull was a partnership between a private developer Bellway Homes and the local Council in the 1980s. The developer funded the provision of social infrastructure as part of the wider redevelopment of derelict dockland for housing. It appears that this approach was driven by the lead personalities involved in Bellway Homes (Mr Bill Stevenson, Chairman, Bellway City Solutions) and the local Council supported by a £17m Urban Regeneration Grant in 1988. Despite criticisms on design quality issues, this development has by all accounts turned into a thriving mature community to the extent that there is now active lobbying for a secondary school to prevent families moving out (see extract below).

Extract from Yorkshire Post Today: 20 June 2006

'THE BEST NEEDED' FOR PUPILS ON ESTATE by Alexandra Wood

Primary head says Victoria Dock must get new secondary school to halt exodus of bright children. A NEW secondary school is needed on Hull's plush Victoria Dock to stem the flow of aspirational families to the East Riding, a headteacher warned yesterday.

Sue Roach said the city would continue losing talented children unless a new school was built on the estate, the city's premier housing complex.

An independent commission involving parents and residents was launched yesterday by the new Liberal Democrat administration on Hull Council to provide a "proper consultative forum".

The Lib Dems say the result will be fed into the next stage of business planning for the £220m Building Schools for the Future programme, a scheme aimed at revolutionising secondary school provision in Hull.

Mrs Roach, the headteacher of Victoria Dock Primary School, welcomed the announcement. Since 2000 the school has seen 45 children transfer to East Riding primaries, in Hedon, Howden, Welton, Brough, Sproatley, South Cave and Molescroft, while 10 went to East Riding secondaries. She fears the trend will accelerate as parents become nervous that if they do not move from the estate their children may not end up with the best possible education.

She said: "Hull is very poor at celebrating any kind of success. We feel we are almost an embarrassment in a perverse kind of way." The community has been accused of being snobbish and elitist, but all the parents want is the best chance for their children. I think it is just good parenting.

"Hull is losing a lot of talented children. They are the kind of children who are going to get five grade A to Cs or more – but they are going to get them for the East Riding.

"Hull is going to start having to be a bit elitist if it's going to be top 10. It needs Victoria Dock and more of them."

She said the ideal would be to "grow" the successful primary school into a through school for 750 children to the age of 16, with a new building going up within walking distance of the school that would be "the envy of the whole city". An alternative was a small secondary school, also nearby, to serve Victoria Dock and other schools in the area.

alex.wood@ypn.co.uk

Example Two: North Solihull Partnership

The North Solihull Partnership's recent announcement in early 2006 of their 15 year strategy to transform the three wards of Chelmsley Wood, Smith's Wood and Kingshurst & Fordbridge highlights improving homes, shops, schools, health and community facilities, transport, the environment and creating jobs. The partners are:

- Solihull Council - providing services and community leadership to a Borough population of almost 200,000 people
- Bellway homes - a leading UK housebuilder with more than 50 years' experience
- Inpartnership Ltd - an investment-led regeneration company
- Whitefriars Housing Group - a Coventry-based not-for-profit housing and regeneration organisation that owns and manages approximately 18,000 homes

The proposed outputs include:

- Changing almost 40,000 people's lives for the better
- £1.8 billion public and private investment over the next 15 years
- 8,500 new modern homes
- New, state-of-the-art primary schools
- Vibrant village centres delivering key services

Neighbourhood action plans are being developed across 15 areas with local people, businesses and public services.

<http://www.solihull.gov.uk/upload/public/attachments/9/nsf09.pdf>

Example Three – New Islington, Manchester

Urban Splash, working with English Partnership and Manchester City Council on the New Islington scheme in Manchester was the first to articulate the need for a school to attract residents to the area and into the new housing. A brief is currently being finalised for a new primary school to be delivered as part of the implementation phase of the masterplan for the area. Details on the financing of the scheme are awaited.

The commonality between the three examples given is effective partnership between the public and private sector arising from a substantial public sector regeneration investment through direct grant from Central Government and the creation of partnership vehicles to take forward mixed used schemes where school provision has been central.