

Saracens High School Superzone-draft EOI

Where is your selected school Superzone and what are the expected geographical parameters?

Saracens High School, NW9 4AS. The expected geographical parameters will be a 300 metre radius around the school

Provide a brief description of the Superzone aims and objectives (200 words)

The Saracens School Superzone aims to target the environmental health and wellbeing challenges for some of Barnet's most vulnerable young people. We will achieve this by:

- Putting young people and families at the centre of change in Grahame Park through wide-scale and ongoing engagement and placing the school as a focal hub within the community
- Co-design a series of interventions with the school community and neighbourhood involving them in decision making
- Empower young people to take community/widespread action to create a safer, healthier environment within and around the school
- Support young people, their families and the school community to change their behaviours to improve health and wellbeing
- Break down any cultural divides and work as one community
- Make use of existing community assets; aligning agreed superzone interventions to ongoing work undertaken by Colindale Communities Trust, Notting Hill Genesis and Barnet Homes, School engagement with voluntary organisations as well as wider regeneration plans for the area.

We want to understand how successful the programme is in achieving its aims and objectives in order to understand what does and doesn't work. This will help to inform the continuation of the programme and allow learning to be shared for future projects across Barnet.

Provide a description of the Superzone key activities to be undertaken (500 words)

Initial conversations with stakeholders identified key areas of opportunity:

- *Active Travel.* Young people do not feel safe walking and cycling to school due to road safety concerns around the school entrance/exit. There is currently no formal pedestrian road crossing from the Grahame Park Estate to the school and the pavement is not wide enough to accommodate students, leading to overspill onto the road. Any infrastructure changes would be complimented by behaviour change programming such as cycle skills training and STARS.
- *Creating a Community Hub.* There is an ambition to make the school outdoor space available to the wider community outside of school hours, providing a safe space for children and young people to socialise and play. This space could accommodate a community garden where the produce can be used for school meals. The design of the space would be co-developed with the community to ensure it meets an identified need. A Community Use Agreement will be put in place to support this.
- *Community Safety.* The Grahame Park Health Needs Assessment identified safety concerns within the nearby estate, with the rate of antisocial behaviour, violence,

theft, public order and drugs incidents all ranking significantly higher than Barnet as a whole. Delivering public realm improvements alongside behaviour change campaigns are two key mechanisms of change that a school superzone could support

the Superzone action plan will be co-developed with young people, the school and the community, and will inform the specific interventions and the outcomes of the action plan. Our key activities can be grouped into three phases:

Phase 1: Co-design action plan (September-November 2022: 3 months)

We will hold workshops for young people, their families and the school community to identify the programme vision and key mechanisms of change.

- Map existing environmental health and wellbeing challenges and assets both within the school and the wider Superzone area
 - 2x workshops with students, parents/ carers and staff/ school community
 - 1x workshop with council staff and other local stakeholders (e.g., Colindale Community Trust)
- 1-2x workshops with all stakeholders to develop action plan

We will employ an expert facilitator to conduct these workshops to capture the voices of the local community in the plans and fostering mutual ownership for identified interventions.

Phase 2: Co-Implementation of Interventions (8 months)

Implementation of the interventions identified within the action plan will include a mix of activities within the school (e.g., STARS, Resilient Schools) as well as those outside the school (e.g., road infrastructure improvements). Where possible, we will encourage young people to champion interventions.

Phase 3: Follow-Up and Sustainability (1 month)

In the final month of the project, a closing workshop will be undertaken with stakeholders to discuss learning. The majority of interventions to be integrated into business as usual for local stakeholders.

The legacy of this project is likely to extend past the initial 12 months period and there are existing delivery mechanisms in place to deliver more ambitious, long-term projects. Learning will also help inform other prevention programmes within secondary schools within the Borough.

When do you expect to start spending the funding?

August 2022

When do you expect to finish spending the funding?

August 2023

How much funding are you requesting?

£30,000

Which of the following health determinants will your Superzone improve?

Active Travel

Provide a brief overview of how and why this areas has been selected? (300 words)

The majority of students attending Saracens live within a one mile radius of the school and many students are residents of the Grahame Park estate, located across the road from the school. Below is a summary of some of the key demographic data for the area:

- Residents of Grahame Park live in the 20% most deprived neighbourhoods in England (IMD, 2019) and over half live in the 10% most deprived neighbourhoods in England.
- 61.3% of residents are BAME with a low proportion of English as a first language
- There are higher rates of crime, especially antisocial behaviour.
- Grahame Park residents have a lower life expectancy and healthy life expectancy than the Barnet average.
- The mental health needs of the population are high – 9.1% of residents are living with depression.
- Smoking is more common on the Estate (19.1%) compared to the London average (14%).
- Residents are more likely to be physically inactive (27%) compared to the London average (22%), and the design of the area does not promote active travel.
- Greenspace is lower in Grahame Park (2.1%) than Barnet as a whole (14.2%)
- 9.1% of the total number of people claiming Universal Credit in Barnet live in Colindale ward, where Grahame Park is located
- 34.7% of children live in relatively low incomes families, compared to Barnet 14.5% (DWP, 2019)
- 24% of Year 6 children are very overweight in Grahame Park, compared to 20.5% for London (NCMP 2019-20).
- One of the key concerns raised by residents in the Neighbourhood Change Residents Survey (2019) was provision for young people in the area.

Co-design is a core objective of the new council administration. The Saracens High School Superzone emphasises the importance of putting the needs of residents at the centre of delivery in the local area and provides opportunity to embed this approach into the ways we work long term. The Saracens High School Superzone area also encompasses two other schools, Blessed Dominic & St. James Schools which will also benefit from any improvements in public realm and road safety infrastructure, as all three schools are located on the same road.

Briefly describe how your Superzone activity will address inequalities and the impacts of the COVID-19 Pandemic.

The full impact of the pandemic is still being understood but Grahame Park has been disproportionately impacted by COVID-19. Grahame Park has a significantly higher Black, Asian and Minoritised Ethnic Group (BAME) population (61.3%) compared to the Barnet average (35.5%). [Public Health England](#) confirmed an association between belonging to some ethnic groups and the likelihood of testing positive, being hospitalised, and dying with COVID-19. Grahame Park also has a higher percentage of residents receiving disability benefits compared to Barnet. Those with pre-existing health conditions were more at-risk of severe infection.

The wider impacts of the pandemic, especially the economic fallout, have also disproportionately affected residents of Grahame Park. There was a significant increase in

residents claiming Job Seekers Allowance and Universal Credit in March 2020. Many residents are already struggling financially – one-third of children live in relative low-income families – and do not have the disposable income to cushion cost of living increases. Many of the services residents relied on were disrupted (i.e. sexual health outreach was paused), but many of the residents are digitally excluded and struggled to access the alternative provision.

While the School Superzone cannot remove all of these issues (i.e. the increasing cost of living), it will help to reduce the detrimental impact of them on the health and wellbeing on students and the wider population. Improving active travel, for example, will improve the health of the population, which will help to mitigate the impact of poverty and inequality on their health. Creating a community hub will support residents isolated by digital exclusion during the pandemic, allowing them to connect and socialise with others in the community. Addressing community safety issues will allow residents to enjoy outdoor spaces more, which many do not have the confidence to do, which, in turn, will improve physical and mental health.

Please list the relevant project stakeholders and delivery partners. (250 words)

Matt Stevens, Principal at Saracens School and leadership team.
School staff- PSHE leads, Welfare Team, Pastoral care, catering
Students attending Saracens High School
Parents and caregivers of students attending Saracens High School
Residents on the Grahame Park Estate
Bina Omare, Colindale Communities Trust
Sherine McFarlane, Notting Hill Genesis
Michelle Davies, Regeneration Service Manager for Barnet Homes
Fiona La Crette (School Travel Advisor, Barnet Council)
Dr. Lucy Natarajan, Bartlett School of Planning, UCL
Matt Leng, Barnet Community Safety Team
Matt Smith, Susan Hunter & Paul Bowker (Barnet Regeneration Team)
Trisha Boland, Regeneration Manager (Barnet Council)
*Consultant appointed to develop the Movement Delivery Plan for Colindale (currently undergoing procurement processes)
GLA External Evaluation Partner (supporting development of programme evaluation framework)
Provider for Healthy Schools London Award Programme
Young Barnet Foundation

How will you engage with these partners throughout this project?

Engagement will be at the centre of the development and delivery of our action plan. We have planned engagement activities from the outset of the programme and we will continue to monitor engagement throughout, embedding it into our evaluation framework.

We have identified three key mechanisms for keeping partners engaged:

- We propose that the appointed expert facilitator for our workshops will be Colindale Communities Trust and their partner, Youth Realities both of whom have established and long-standing relationships with young people and local residents at large. If our bid for Edgware Primary Superzone is also successful, we will use the UCL Urban Planning research team to support action plan development across both bids.

- Feedback from pilot superzones highlighted school disengagement during the progression of the programme. Alongside the environmental challenges addressed within the scope of the superzones prospectus, we will deliver behaviour change programmes within the school such as Ministry of Food, student cycle training and the Resilient Schools programme; implementing a whole school approach to health and wellbeing.
- Where possible, we will empower young people to take a leadership role and to champion specific interventions outlined within the action plan. For example, the management of a community garden or the designing of a community hub.

How will you measure effectiveness of your Superzone? (250 words)

Due to the complex nature of measuring the value of a whole systems intervention such as a school superzone, we will work closely with the GLAs external evaluation provider to develop a comprehensive evaluation framework prior to project commencement. This document will clearly define evaluation methodology which will include methods such as capturing programme activity data, forums and workshops, survey and existing data on health and wellbeing/resident perceptions. We will also work with the external provider to clearly define outcome, process and potential balancing measures for the programme. This is likely to include;

- Self-reported improvements in mental wellbeing and resilience (from baseline)
- Self-reported improvements in physical wellbeing (from baseline)
- Self-reported improvements in self-efficacy (e.g., young people feel they have control over their health and wellbeing)
- Self-reported improvements in how young people feel about their local area and school community
- Number of young people engaged in workshops
- Number of young people participating in an intervention
- Number of young people taking a leadership role in championing interventions
- Young people feel they are listened to, trusted and supported
- Increased engagement in active travel (from baseline)
- Increased uptake of school lunches/ healthy options (from baseline)

What are the short/medium-term project benefits and how will these be measured? (250 words)

Short and medium term project benefits can be grouped into two overarching themes: Health and Engagement. We will measure this via baseline surveys/forums/workshops with students, school community and wider neighbourhood engagement. A 12 month follow-up survey will identify any changes and improvement. Where data has already been collected from existing surveys, this will be used to avoid survey fatigue. Some sample questions:

Health

- Self-reported improvements in mental wellbeing and resilience (from baseline)
- Self-reported improvements in physical wellbeing (from baseline)
- Increased engagement in active travel (from baseline)
- Increased uptake of school lunches/ healthy options (from baseline)
- Improvements in health and physical literacy
- Self-reported improvements in self-efficacy (e.g., young people feel they have control over their health and wellbeing)

Engagement

- Self-reported improvements in how young people feel about their local area
- Number of young people engaged in workshops
- Number of young people participating in an intervention
- Number of young people taking a leadership role in championing interventions
- Young people feel they are listened to, trusted and supported

What are the anticipated longer-term project benefits (health impacts)? (250 words)

Although we will not be able to measure the longer term health impacts during the 1-year project timescales, the ultimate aim of the project is to increase physical activity, healthy lifestyle choices and improve the mental health of local residents, leading to a reduction in:

- Obesity, type 2 diabetes and cardiovascular disease
- Anxiety and depression

And improvements in;

- Social networks and sense of belonging in the community
- Mental health and emotional resilience
- Healthy weight management
- Healthy Life Expectancy

How will you ensure the long-term sustainability of the project by embedding the work into mainstream practice? (250)

By defining a clear process for community engagement and by investing in a robust evaluation framework, we will be able to use the learning from the programme to shape a model for future work in areas undergoing regeneration. Learning outcomes from this project will inform how we effectively bring together stakeholders from a broad range of areas to affect change and measure the wider social and health benefits of regeneration. Furthermore, it will provide vital insight into how we engage young people within public realm improvements. children and their families within public realm improvements centred around an educational setting and linking school communities with the wider local community and neighbourhood. Learning from the engagement of the school will inform our prevention programmes across the wider educational sector.

Within Grahame Park and Colindale at large, the findings from the workshops will inform large scale regeneration programmes, such as the implementation of the Colindale Movement Delivery Plan.

Please describe the top three risks to your project succeeding and the actions you will carry out to reduce the chance of those risks happening or impacting your project. (100 words per risk)

Risk 1

Saracens High School become unable to prioritise support and action.

- Adjust the programme to meet the new needs of the school and consider how the project aligns with emerging priorities, adopting a flexible approach to programme delivery
- Continue with wider environmental/ community initiatives until the school is able to actively participate and continue to keep them informed and involved in decision-making where possible.

Risk 2

Partners not being able to prioritise support action.

- Take a flexible approach to programme delivery and identify smaller, quick wins that engaged partners can take ownership of.
- Manage expectations from partners at the outset of the programme and ensure they are given every opportunity to participate in the production of an action plan
- Continue with school and environmental/ community initiatives until they are able to take part. Adjust programme to be meet new needs of the community

Risk 3

Cost of interventions identified by young people and the community exceed available funding.

- Manage programme expectations from the outset and make use of MosCoW rating to clearly define and agree a core offer for the programme
- Identify additional available funding sources (e.g., CIL)
- Actively seek out any external funding opportunities
- Ensure any infrastructure changes that are chosen are defined as 'high impact' and are accompanied by lower cost behaviour change initiatives to maximise impact and sustainability