

Edgware Primary School Superzone-draft EOI

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

Our proposed school superzone based around Edgware Primary School, HA8 9AB will mirror the same area defined in the Edgware SPD.

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

The redevelopment of the Broadwalk Shopping Centre, car park and Edgware Station sites will result in 4,000 new homes, significant regeneration and investment and an influx of new residents, businesses, workers, evening economy, leisure and other uses. The Edgware Primary Superzone, as a community focal point, aims to maximise opportunities to improve health and wellbeing outcomes as part of this redevelopment. We will achieve this by:

- Putting families at the centre of change in Edgware through wide-scale and ongoing engagement.
- Co-design a series of interventions with the school and involve them in decision making, developing tangible outcomes in the short/medium term as well as contributing to long term redevelopment plans
- Support the school community, children and their families to change their behaviours to improve health and wellbeing
- Make use of existing assets; embedding agreed superzone interventions into redevelopment work and making use of CIL allocations where possible
- Develop a framework to measure the health and wellbeing outcomes for large scale redevelopment schemes

The learning from the challenges and successes of this programme will inform other redevelopment programmes and delivery of prevention initiatives to educational settings in the future.

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

Following a review of the Edgware SPD and initial discussions with stakeholders, we have identified three key areas of opportunity:

- *Traffic calming, noise pollution and air quality measures.* Public realm in and around the school will be significantly altered by the redevelopment of the shopping centre and it is likely to be impacted by construction related noise and air pollution. The superzone action plan will work with families to address their primary concerns, undertaking a school air quality audit and developing a suite of interventions to meet current and future need. For example, the creation of a School Street or improved active travel infrastructure and other air quality measures.
- *Healthy Lifestyles.* Edgware Town Centre is a major town centre with a range of high street amenities on offer. A school superzone action plan for the area can work with businesses to create a welcoming and inclusive space that promotes a healthy and active life. We will work with businesses to promote Barnet's Healthier

High Streets Programme and creating a good food retail plan including supporting healthier catering commitment, Refill, Breastfeeding Welcome, Dementia Friendly and the Community Toilet Scheme. We will link the activities happening outside the school gate to those within the school community developing healthy eating behaviour change interventions, increasing health and physical literacy, cooking skills, and exploring opportunities for food growing spaces and community gardens where there is demand. We can also explore opportunities for food growing spaces and community gardens where there is demand.

- *Safe, green spaces for children to play.* Edgware lacks green and open spaces. Affordable activities for families has also been identified as a key priority. There are proposals for open spaces and children’s playgrounds via the redevelopment of the current Station forecourt and also plans to link Edgware Town Centre to existing greenspaces, beyond the redevelopment area. The superzone programme enables us to co-design future greenspaces with families to help improve physical activity through play and mental wellbeing.

As we will be co-developing the Superzone action plan with families, the precise interventions we take forward will depend on the outcomes of the development process. Our key activities can therefore be grouped into three phases:

- 1-3 months: Co-design the superzone action plan with students, families, staff and wider school community; employing an expert facilitator as necessary to facilitate workshops
- 4-11 months: Implementation of interventions identified and structured within the action plan. This will include a mix of activities within the school (e.g., cycle training) as well as those outside the school (e.g., school streets). We will support children and families to take part/promote their chosen interventions where possible.
- 12 months: Final workshop with stakeholders to understand what works and doesn’t work. The feedback received during the action plan development phase will support longer term pieces of work happening in the area. Therefore, the legacy of this project will extend beyond the initial 12 months period and be integrated into the delivery of more ambitious, long-term projects that are already being planned or have been identified through mapping.

Superzone grant funding will be used for two main purposes:

- Appointing an expert facilitator to conduct workshops and engage community members
- Implementation of small scale interventions identified through our mapping

Where possible, we will identify match funding from other sources such as CIL allocations and LIP funding. We will ensure that current funded programmes and interventions will be shaped by the learning from this work and be used to extend the initiatives through the project.

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
Air Quality
Food and drink environment
Access to Green Space

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

Co-design is a core objective of the new council administration. The Edgware 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 redevelopment.

Ballymore Group who are leading on the redevelopment of the area are currently in pre-application discussions with LB Barnet and the GLA and anticipate submitting an outline planning application by the end of the year, making this a critical time in the process for community input into the programme.

The catchment area for Edgware Primary School sits between the south end of Edgware Ward and the North End of Burnt Oak. Edgware is also the main town centre for residents living in Burnt Oak ward. Edgware is ranked amongst the 50% most deprived neighbourhoods in the country and Burnt Oak is ranked amongst the 20% most deprived neighbourhoods in the country.

Below is a summary of some of the key demographic data for the area:

- In Edgware, 35% of the proportion of the working age population claim DWP benefits.
- In Edgware, 14% of children aged 0-15 in the area live in absolute low-income families and 20.7% of Children in Burnt Oak ward are living in poverty
- 40% of children at Edgware Primary are eligible for free school meals
- Greenspace is significantly lower in Edgware/Burnt Oak (2.1%) than Barnet as a whole (14.2%)
- 24% of the households in the live in poverty and 13% of the households live in fuel poverty

By embedding the Edgware School Superzone into redevelopment of Edgware Town Centre, we will maximise the impact the programme has, to influence the wider determinants of health. By influencing longer term development of a major town centre, the health and wellbeing benefits of the scheme will affect a much wider range of residents and it builds sustainability into programme delivery.

The presence of a significant City scale regeneration proposal also allows synergies and presents many opportunities for joined up and holistic working as well as potential opportunities in terms of funding and programmes. The development does also however bring potential impacts in terms of construction noise and pollution which need to be addressed if the school is not to be adversely impacted.

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 emerging. but it is already clear that the longer term impact on lifestyle habits, education, mental wellbeing, health service provision and poverty is profound and has exposed many vulnerabilities that many children and their families live with.

Barnet Public Health undertook a Health Impact Assessment (HIA) of the first lockdown measures on children and young people in the Borough. The HIA findings on how the measures changed lifestyle habits have been further evidenced in national research. In terms of Long COVID, ONS data has shown that 7.4% of children aged 2-11 and 8.2% of those aged 12-16 report continued symptoms. The Superzone framework will enable a structured approach to addressing specific health inequalities and pandemic impacts such as through supporting healthy weight management, reengagement with open space and physical activity and a greater sense of belonging and community. The programme will be fully aligned with the Barnet transition to Living with COVID.

From an environmental perspective, whilst traffic and commuting levels have reduced for longer distance commutes due to the pandemic, we have seen indications across the borough of increased congestion in town centres and around schools associated with the 'school run' in the mornings and afternoons.

This additional traffic and congestion brings with it attendant safety risks for vulnerable road users such as children and cyclists and pedestrians. It heightens air quality and noise pollution issues and it makes it more difficult for sustainable modes to be used to journey to school.

By tackling these issues and supporting more active travel the bid would be addressing various aspects of the pandemic

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

Alison Jacob, Head Teacher at Edgware Primary School
Students attending Edgware Primary School
Parents and caregivers of students attending Edgware Primary School
Residents within the school superzone area
Businesses within the school superzone area
Deepa Chauhan, SAFA (Burnt Oak Community Group)
Dr. Lucy Natarajan, Bartlett School of Planning, UCL
Payal Brahmabhatt, Public Health Business Engagement Officer
Simon Ryan, Ballymore Group
Louis Bynoe, Safe and Sustainable Transport Team
Matt Leng, Barnet Community Safety Team
Ravinder Dhanjal, Town Centre Investment Manager (Barnet Council)
Edgware Board
Provider for Healthy Schools London Award Programme
Barnet Public Health Children and Young Peoples Team
Janet Matthewson, Young Barnet Foundation
GLA External Evaluation Partner (supporting development of programme evaluation framework)

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. Partners will co-develop a project vision and agree key mechanisms of change, helping to foster mutual ownership for action implementation. We have also identified key mechanisms for keeping partners engaged:

- We propose that the appointed expert facilitator for our community workshops will be SAFA in partnership with UCL. Together, they have an established and long-standing relationship with local residents and the knowledge and expertise in the field of public participation in strategic urban decisions-both of which are needed in order to produce a high quality action plan.
- 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 a review of school food provision, student cycle training and joining the Resilient Schools programme; implementing a whole school approach to health and wellbeing.
- Where possible, we will empower families to champion specific interventions outlined within the action plan. For example planning and hosting of activities on the play street.

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 and UCL team appointed to support action plan development, to create a comprehensive evaluation framework prior to project commencement. This document will clearly define evaluation methodology, such as capturing programme activity data, forums and workshops, and existing data on health and wellbeing/resident perceptions. We will also work with the GLA 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 (from baseline)
- Self-reported improvements in physical wellbeing (from baseline)
- Self-reported improvements in how families feel about their local area
- Number of families engaged in workshops
- Number of families taking a leadership role in championing interventions
- Residents feel they are listened to, trusted and supported
- Increased engagement in active travel (from baseline)
- Increased uptake in healthier high streets programme (from baseline)
- Number of long-term interventions that have been embedded into redevelopment plans for the area
- School reported improvements in food standards and healthy eating amongst school community (from baseline)
- Self reported improvements in mental health and resilience within school community (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, families and the school community. A 12 month follow-up survey will be undertaken to note if there has been any improvement. Where data has already been collected from existing surveys, this will be used to avoid survey fatigue. Suggested areas to survey:

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 eating options (from baseline)
- Improvements in health literacy
- Self-reported improvements in self-efficacy (e.g., families feel they have control over their health and wellbeing)
- Improvements in air quality outside the school

Engagement

- Self-reported improvements in how families feel about their local area
- Self-reported improvements in the number of families who feel they are listened to within redevelopment plans
- Number of families engaged in workshops
- Number of children participating in an intervention
- Number of families championing interventions
- Number of businesses participating healthier high streets

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, increase the number of residents consuming fruit and vegetables 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 wellbeing and emotional resilience
- 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 redevelopment. 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 health benefits of regeneration.

Furthermore, it will provide vital insight into how we actively engage 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.

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

Edgware Primary School become unable to prioritise support and action.

- Some of the larger infrastructure changes will take significantly longer than 12 months to complete and it is important that interventions that are possible in the short/medium term are identified so that the benefits of the scheme are tangible for the school community.
- 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 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/match funding from Ballymore)
- Actively seek out any external funding opportunities where available
- 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