

	<h2>Health and Wellbeing Board</h2> <h3>29th September 2022</h3>
Title	School Superzones Project at Edgware Primary School and Saracens High School
Report of	Director of Public Health and Prevention
Wards	All
Status	Public
Urgent	No
Key	Yes
Enclosures	Appendix A– Saracens High School Superzone- EOI Appendix B- Edgware Primary School Superzone- EOI Appendix C- School Superzone Budget Saracens Appendix D- School Superzone Budget Edgware Appendix E- Saracens School Superzone steering group ToR draft Appendix F- Edgware School Superzone steering group ToR draft
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Summary

School Superzones aim to protect children and young people’s health and enable healthy behaviours, using local authority powers and place-shaping potential to implement environmentally based actions. School Superzones are a notional boundary around an existing or new primary or secondary school or group of schools designated by a local authority and providing a lever to address health and environmental inequalities around schools in areas of deprivation. So far, 13 boroughs in London have participated in this scheme funded by UK Health security Agency (UKHSA).

The Superzone pilots identified a range of benefits resulting from implementing the Superzone approach. Short-term benefits include among others the catalyst for local authorities to establish neighbourhood partnerships, and making a stronger case for local licensing and planning decisions. The overall long-term aim of Superzones is reduced exposure to harmful elements in the urban environment and increased exposure to healthier environment for children and young people, leading to reduced health inequalities. The Superzones programme helps to identify common issues affecting

the environment around schools and provides an opportunity to explore how to address these issues at a local and regional level.

The greatest benefits can be realised by focusing improvements in the most deprived areas.

Edgware Primary School and Saracens High School have been selected because of their location close to redevelopment areas, level of deprivation, current health indicators and risk factors, exposure to road traffic and access to green spaces.

We will work with the local communities, including the school, pupils and parents, community groups, businesses and local councillors, to understand local needs and assets and develop tailored actions.

Based on the needs already identified and possible interventions we will prioritise following areas:

- Active Travel (both schools)
- Air Quality (Edgware primary)
- Food and drink environment (Edgware primary)
- Access to Green Space (both schools)
- Community Safety (Saracens high)

In the longer term Superzones can support co-ordinated borough led approaches to investment in the built environment around schools and the adaptation of existing public space into more child-friendly environments.

Officers Recommendations

- 1. That the Board approve the proposed project for Edgware Primary School and Saracens High School**
- 2. That the Board feedback on the proposed project for Edgware Primary School and Saracens High School**
- 3. That the Board agree on the proposed curtilages of School Superzones and proposed activities**

1. Why this report is needed

- 1.1 This report is to present the project plan for School Superzones, which is launched by London Councils and UK Health Security Agency (UKHSA). Barnet has received grants from UKHSA for two School Superzones: Edgware Primary School and Saracens High School.
- 1.2 Unhealthy exposures in the early years, which affect physical, social and cognitive development, have lifelong effects on many aspects of health and wellbeing, including educational achievement, skills and employment prospects.
- 1.3 School Superzones aim to protect children's health and enable healthy behaviours, using local authority powers and place-shaping potential to implement environmentally based actions. The greatest benefits can be realised by focusing improvements in the most deprived areas.
- 1.4 Local authorities and their partners can take action to improve the health of future generations by addressing environmental harms and assets in the places and spaces where young people spend the most time outside of the home, such as the school and its immediate neighbourhood. Superzones Steering Groups with Terms of Reference have been set-up and include representatives from Barnet Council services and external stakeholder (Appendix E and F). The steering groups will report to Health and Wellbeing Board on quarterly basis.

1.5 The proposed activities are in line with the overall School Superzones project requirements (Appendix A and B). The areas where we'll focus our activities were selected based on specific characteristics of the areas:

1.5.1 Edgware Primary School:

The School Superzones areas of intervention that we will address are:

- *Traffic calming, noise pollution and air quality measures*- Working 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.
- *Healthy Lifestyles*- working with businesses through Barnet's Healthier High Streets Programme to create a welcoming and inclusive space that promotes a healthy and active life. We can also explore opportunities for food growing spaces and community gardens, where there is demand.
- *Safe, green spaces for children to play*- There are proposals for open spaces and children's playgrounds via the redevelopment. The Superzone programme enables us to co-design future greenspaces with families to help improve physical activity through play and mental wellbeing.

Edgware Primary Superzone, as a community focal point, aims to maximise opportunities to improve health and wellbeing outcomes as part of the 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 Community Infrastructure Levy (CIL) allocations where possible
- Develop a framework to measure the health and wellbeing outcomes for large scale redevelopment schemes

1.5.2 Saracens High School:

The School Superzones areas of intervention that we will address are:

- *Active Travel*- infrastructure change, behaviour change interventions, cycle skills training
- *Creating a Community Hub*- 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.
- *Community Safety*- public realm improvements alongside behaviour change campaigns as key mechanisms of change that all Superzone could support.

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 by aligning agreed Superzone interventions to ongoing work undertaken by Barnet Council Community safety team, Colindale Communities Trust, Notting Hill Genesis and Barnet Homes, School engagement with voluntary organisations as well as wider regeneration plans for the area.

2. Reasons for recommendations

2.1 School Superzones provide a lever to address health and environmental inequalities around schools in areas of deprivation. Local authorities work with the local community – including the school, pupils and parents, community groups, businesses and local councillors – to understand local needs and assets. In the longer-term, School Superzones can support co-ordinated borough led approaches to investment in the built environment around schools and the adaptation of existing public space into more child-friendly environments.

2.2 Edgware Primary School and Saracens High School were selected based on their demographic, socio-economic, health and environmental characteristics;

2.2.1 Edgware Primary School:

- The redevelopment of the Broadwalk Shopping Centre, car park and Edgware Station sites will result in significant regeneration and investment and an influx of new residents, businesses, workers, evening economy, leisure and other uses.
- In Edgware, 35% of the proportion of the working age population claim Department of Work and Pension (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
- Percentage of greenspaces is significantly lower in Edgware/Burnt Oak (2.1%) than Barnet as a whole (14.2%)

2.2.2 Saracens High School:

- The majority of students attending Saracens are residents of the Grahame Park estate
- 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 Black, Asian and other Minority Ethnic groups (BAME) with a low proportion of English as a first language
- There are higher rates of crime, especially antisocial behaviour.
- Residents are more likely to be physically inactive compared to the London average and the design of the area does not promote active travel.
- Percentage of greenspaces is lower in Grahame Park (2.1%) than Barnet as a whole (14.2%)

- 2.3 Learning outcomes from this project will inform how we effectively bring together stakeholders from a broad range of areas to co-produce measures to affect change. We will measure the wider health benefits of regeneration. The outcomes will also help to inform and influence the Council's work on addressing disproportionality and reduce inequalities. 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.

3. Alternative options considered and not recommended

- 3.1 Not applicable

4. Post decision implementation

- 4.1 We will implement the project as per proposed timeline to meet the requirements of the grant:
- Start: August/September 2022
 - 1-3 months: We will hold workshops for young people, their families and the school community to identify the programme vision and key mechanisms of change. We will co-design the Superzone action plan with partners, students, families, staff and wider school community; employing an expert facilitator as necessary to facilitate workshops.
 - 4-11 months: We will implement interventions identified and structured within the action plan. This will include a mix of activities within the school as well as those outside the school. 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 what doesn't work. The feedback received during the action plan development phase will be incorporated longer term interventions happening in the area.
 - The legacy of this project will extend beyond the initial 12 months period and will be integrated into the delivery of more ambitious, long-term projects that are already being planned or have been identified through mapping.

5. Implications of decision

5.1 Corporate Priorities and Performance

- 5.1.1 School Superzones actions are supporting the delivery of Barnet Labour Manifesto directly or indirectly in following areas:
- Our green spaces
 - A safer Barnet
 - Town centres
 - Our communities

- Climate change
- A better Barnet

5.1.2 The projects at both schools are co-designed with communities. Co-design is a core objective of the new council administration. School Superzones emphasise 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.

5.1.3 School Superzones will support delivery of the Joint Health and Wellbeing Strategy. Primarily the actions will link to the commitment to create a healthier environment within key area one of the Joint Health and Wellbeing Strategy.

5.1.4 The project will help us to understand how successful place based interventions are. This will help to inform the continuation of the programme and allow learning to be shared for future projects across Barnet. Learning will also help inform other prevention programmes within communities and neighbourhoods in the Borough.

5.2 **Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**

5.2.1 School Superzones will be funded from two main sources (Appendix E and F):

- The proposed activities mainly align with existing workstreams across the Council, therefore part of the resources will be covered from existing budgets and staffing of the public health directorate, other council departments, partner agencies and Voluntary and Community sector organisations,
- We have received a grant for the School Superzones by UKHSA, for the duration of 12 months. The grant funding will be used for activities not included in existing resources, such as:
 - Commission an expert facilitator to conduct workshops and engage community members
 - Implementation of small scale interventions identified through our mapping

5.2.2 Where possible, we will identify match funding from other sources such as CIL allocations and Local Implementation Plan (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. In the absence of additional funding we will limit activities within existing resources and UKHSA grant.

5.3 **Legal and Constitutional References**

5.3.1 Article 7 of the council constitution sets out the functions of the Health and Wellbeing Board. These functions are:

- To jointly assess the health and social care needs of the population with NHS commissioners and use the findings of a Barnet Joint Strategic Needs Assessment (JSNA) to inform all relevant local strategies and policies across partnership.
- To agree a Health and Wellbeing Strategy (HWBS) for Barnet taking into account the findings of the JSNA and strategically oversee its implementation to ensure that improved population outcomes are being delivered.
- To work together to ensure the best fit between available resources to meet the health and social care needs of the whole population of Barnet, by both

improving services for health and social care and helping people to move as close as possible to a state of complete physical, mental and social wellbeing. Specific resources to be overseen include money for social care being allocated through the NHS; dedicated public health budgets; the Better Care Fund; and Section 75 partnership agreements between the NHS and the Council.

- To provide collective leadership and enable shared decision making, ownership and accountability
- To promote partnership and, as appropriate, integration, across all necessary areas, including joined-up commissioning plans and joined-up approach to securing external funding across the NHS, social care, voluntary and community sector and public health.
- To explore partnership work across North Central London where appropriate.
- Specific responsibilities for:
 - Overseeing public health and promoting prevention agenda across the partnership
 - Developing further health and social care integration.

5.4 Insight

5.4.1 Data and information from Barnet Joint Strategic Needs Assessment (JSNA), Office for National Statistics (ONS) were used alongside local environment and traffic data. Barnet Public Health also 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.

5.4.2 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.

5.4.3 We will work with the external provider to clearly define outcomes which will 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)

5.5 Social Value

5.5.1 With co-designing the project with communities and including them actively in the delivery we aim to increase the social capital and cohesion in the areas. We will work to ensure that the actions and ambitions of the plan deliver social value. This includes

working as a partnership with the voluntary and community sector to deliver the project. The planned actions should bring benefits to the wider community and the partnership.

5.6 Risk Management

5.6.1 We identified the three main risks and how to mitigate them.

5.6.1.1 Risk 1: Schools 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.

5.6.1.2 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.

5.6.1.3 Risk 3: Cost of interventions identified by the community exceed available funding.

- Manage programme expectations from the outset and using a four-step approach to prioritize which project requirements will provide the best return on investment (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

5.7 Equalities and Diversity

5.7.1 The projects aims to contribute towards reducing health inequalities and is primarily targeting communities at higher risk for poor health and financial vulnerability. The projects are based in the school, their communities and neighbourhood. The priority are all students at the schools, regardless of age, gender, social or ethnic background.

5.8 Corporate Parenting

5.8.1 The project plan includes actions for all in the targeted groups and areas including those in care and looked-after children.

5.9 Consultation and Engagement

5.9.1 Engagement is a core stage 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. 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.

5.10 Environmental Impact

5.10.1 There are no direct environmental implications from noting the recommendations. Implementing the recommendations in the report will lead to a positive impact on the Council's carbon and ecology impact, or at least it is neutral.

6. Background papers

6.1 School Superzones – project description