

	<h2>Health and Wellbeing Board</h2> <h3>19th January 2023</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	<p>Appendix I Project management plan Edgware Primary School</p> <p>Appendix II Project management plan Saracens High School</p>
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Summary

The School Superzones project at Edgware Primary School and Saracens High School has been presented to Health and Wellbeing Board in September 2022.

School Superzones are a boundary around an existing or new primary or secondary school (or schools) designated by a local authority and to provide 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 the Office for health improvement and disparities (OHID).

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 level.

In the first months of implementation we have set up working groups and relevant working documents, have mapped opportunities and existing activities in the areas, and are now working with the schools and local communities to identify their needs.

This report is to update on progress of the projects and seek feedback from the Board.

Officers Recommendations

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| 1. That the Board note the progress on School Superzones project at Edgware Primary School and Saracens High School |
| 2. That the Board provide any feedback on the progress on School Superzones project at Edgware Primary School and Saracens High School |

1. Why this report is needed

- 1.1 This report is to present the progress of the School Superzones project, which is supported and funded by London Councils and Office for Health Improvement and Disparities (OHID). Barnet has received grants for two School Superzones: Edgware Primary School and Saracens High School.
- 1.2 We have set up working groups, project management plans and an evaluation framework for each school. The approaches differ between schools based on the proposed actions, the local characteristics, and existing activities and development in the areas.

1.2.1 Edgware Primary School:

We have completed following actions:

- First working group meeting in October (regular monthly meetings now in calendar)
- Development of project management plan (Appendix I)
- Mapping exercise on existing council projects
- Overview of stakeholder engagement plan
- Liaison with Ballymore to obtain consultation/engagement work with schools and wider communities
- Recruitment of facilitator to support workshops
- Completed GLA action plan

The next steps are:

- Developing a plan for workshops with the facilitator
- Development of a Edgware Primary School Superzone infographic
- Delivery of workshops in January/February 2023

1.2.2 Saracens High School:

We have completed following actions:

- First working group meeting in September (regular monthly meetings now in calendar)
- Development of project management plan (Appendix II)
- Mapping exercise for existing council workstreams/project - ongoing
- Overview of stakeholder engagement plan
- Development of guidance (list of questions for each topic) for Youth Realities and Colindale Communities Trust to deliver workshops
- Completed GLA action plan

The next steps are:

- Development of an evaluation survey for the school workshops

- School workshops to be held between 9th and 11th Jan – specific dates TBC
- Development of a Saracens High School Superzone infographic
- Delivery of workshops in January/February 2023
- Delivery of council workshop with key stakeholders

2. Reasons for recommendations

- 2.1 The School Superzones project is a good opportunity to demonstrate our commitment to work jointly with our communities and involve them in the decision making process and actions.
- 2.2 Both schools are situated in areas where major regeneration projects are planned or taking place already. The School Superzones project is an opportunity to influence their plans with the evidence we will gather during the process of identifying needs, implementation and evaluation. This is particularly important in Edgware, where the Broadwalk regeneration project is at the planning stage and we are able to contribute with our findings.
- 2.3 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 safe, healthy and child-friendly environments.

3. Alternative options considered and not recommended

- 3.1 Taking these actions has allowed the Council to access external funding and enhance the collaboration with local communities. This would not have been the case if the alternative option of “do nothing” had been taken.

4. Post decision implementation

- 4.1 We will continue implement the project as per agreed 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 in 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 an important and 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:

- Within 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 OHID, for the duration of 12 months. The 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

A detailed budget for each Superzone project has been included in the report presented at HWBB in September 2022.

- 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.
- 5.2.3 In case there is no additional funding (such as LIP or similar) we will limit our activities to those agreed and funded within Council services' work plans. We will however provide recommendations to influence future work plans and budgets.

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 GLA's 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 aim 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 report HWBB September 2022. Available on:

<https://barnet.moderngov.co.uk/documents/g11107/Public%20reports%20pack%2029th-Sep-2022%2009.30%20Health%20Wellbeing%20Board.pdf?T=10>