

# School Superzones: Edgware Primary School

**Project Management Plan**

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# Project Background

# What is a Superzone?

- GLA funded pilot in partnership with OHID.
- Place-based approach to tackling health and environmental inequalities at a hyper-local level through community participation and investment in the built environment.
- Uses a school as the focal point for community engagement and co-development.
- Each Superzone tackles environmental barriers to health and wellbeing that are unique to the local area. The figure on to the right illustrates the different elements of that could be addressed.
- In order to be a Superzone, a minimum of three environmental influences must be addressed at the same time.



# Purpose of Barnet Superzones

- Opportunity to put health and wellbeing at the heart of urban development
- Focuses on health impacts of the built and natural environment specifically for children and young people
- Resident-focused with a strong emphasis on co-development within local regeneration
- Create a framework for community participation and health impacts within regeneration that can be used for future projects in Barnet
- Adopt a Whole School Approach, inclusive of activities happening within the school and those happening outside the school gate
- Connect behaviour change with infrastructure delivery to maximise impacts

# Project Scope

# Edgware Primary School Superzone



# Purpose of Barnet Superzones

## Directly in Scope

### **Community Stakeholders**

- Students and staff at the school
- Community groups and organisations which are located within the Superzone catchment area
- Ward councillors

### **Activities**

- Built environment interventions which have a direct impact on community safety, active travel and access to greenspaces within the Superzone catchment area.
- Asset-based community development aimed at reducing health and environmental inequalities

## Indirectly in Scope

### **Community Stakeholders**

- Residents living within the Superzone catchment area
- Businesses located within the Superzone catchment area

### **Activities**

- Existing primary and secondary prevention programmes offered by Barnet Council & partners for students and staff available at the school(s)
- Existing primary and secondary prevention programmes offered by Barnet Council & partners for residents within the catchment area(s)
- New prevention programmes that have identified resourcing not from the Superzones programme budget

## Out of Scope

### **Community Stakeholders**

- Residents outside of the Superzone catchment area(s)
- Students & staff at other schools located within the Superzone Catchment area.

### **Activities**

- Medical services e.g. hepatology, respiratory and diabetes
- Built environment interventions that do not have identified resourcing
- New primary and secondary prevention programmes not resourced elsewhere



# Edgware Primary School: Key themes

## *Traffic calming, noise pollution and air quality measures (Air Quality, Active Travel)*

- 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 (Food and drink environment)*

- 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 (Access to Green Space)*

- 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.

# Edgware Primary Superzone

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.

## Why Edgware Primary?

- 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.
- 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.

## 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

# Key project Dependencies and Assumptions

## Assumptions:

- Public realm improvements will decrease noise pollution and improve air quality
- Infrastructure changes will lead to an improvement in active travel
- Actions will be long lasting/sustainable
- Upkeep of community spaces
- Stakeholder engagement/commitment

## Dependencies

- Related workstreams able to deliver identified actions

# Theory of change model

## STATEMENTS:

- Lack of active travel infrastructure
- Poor air quality
- Lack of greenspaces for physical activity



## MISSION:

- Creating a healthy and safe environment for children and local residents

		OUTCOMES		
Activities	Outputs	Short term	Medium term	Long term
<p>Co-develop action plan with students/young people, the school and community to inform interventions</p> <p>Stakeholder engagement workshops to map existing environment health and wellbeing challenges (within school and wider superzone area)</p> <p>Adopt a Whole School Approach, inclusive of activities happening within the school and those happening outside the school gate</p>	<p>Two workshops to identify challenges and opportunities with students, parents, staff/school community</p> <p>One workshop with council staff and other local stakeholders to identify challenges and opportunities</p> <p>Co-produced action plan</p>	<p>Developing a neighbourhood partnership structure to identify local concerns and to develop action plans to tackle them (building on) bring young people and school are the core of the project.</p> <p>Raise awareness among children, parents and delivery partners of unhealthy environments and their impact on health and wellbeing.</p> <p>Superzone designations used to strengthen/leverage the case for local licensing and planning decisions.</p> <p>Asset based community development - building capacity - sustainability</p> <p>Whole school approach, embedded within the school , using existing tools and strengthening them, SMILE, Ministry of Food</p>	<p>Increases in the proportion of children participating in active travel to and from school</p> <p>Improvement in the use of community assets and their connectivity to schools</p> <p>Improvement in Health literacy (equipping residents and students to obtain, read and understand health information and make informed health decisions)</p>	<p>Reduced exposure to harmful elements in the urban environment and increased exposure to health promoting elements for children and young people, leading to reduced health inequalities linked to place.</p>

# Project Plan and timelines

# Edgware Primary Superzone

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:

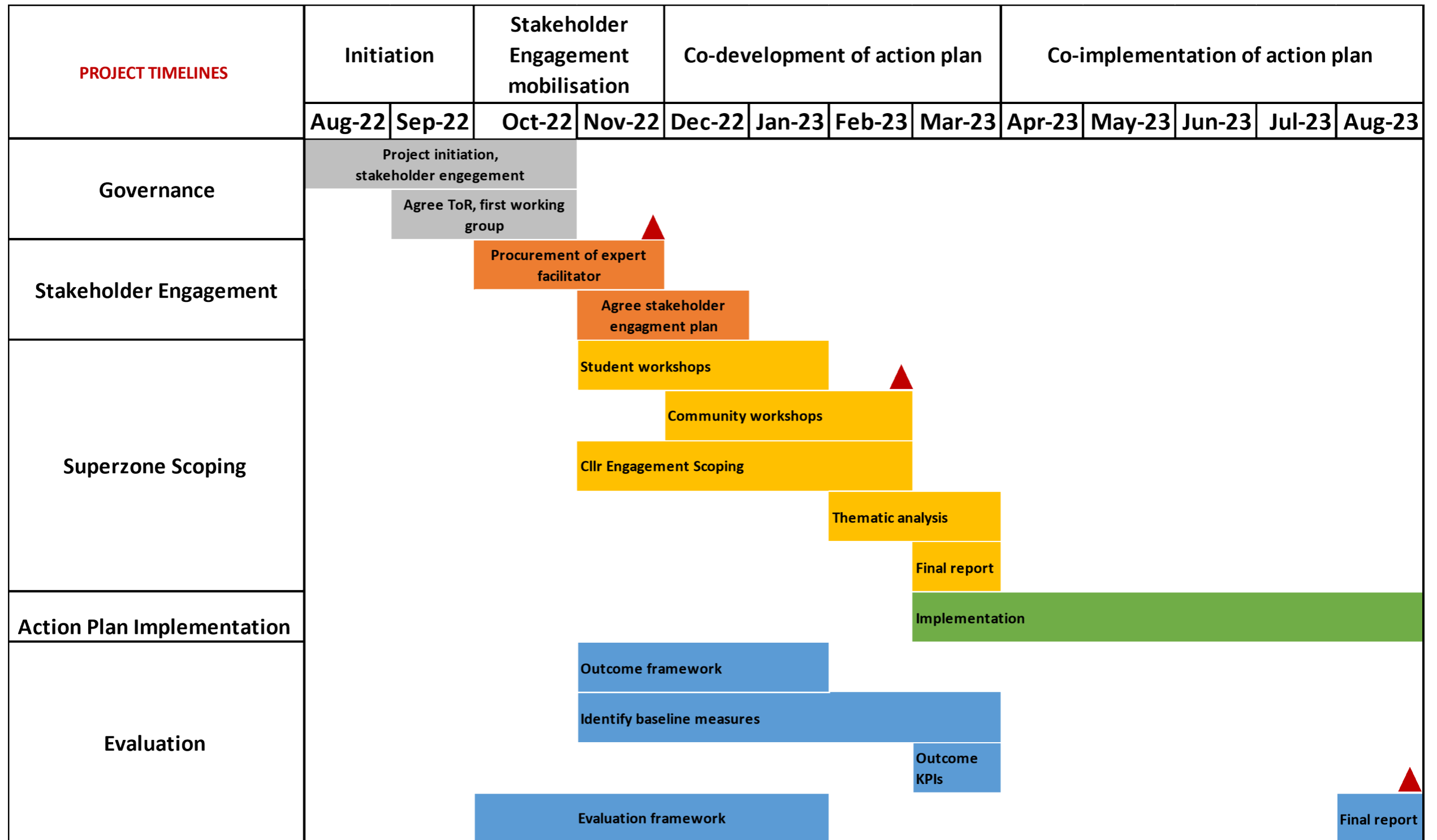
- **1-5 months:** Co-design the superzone action plan with students, families, staff and wider school community; employing an expert facilitator as necessary to facilitate workshops.
- **6-11 months:** Implementation of interventions identified and structured within the action plan. This will include 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.

# Project timescales



▲ GLA project update requirements

# Deliverables and Outcomes

1 Initiation	2 Stakeholder Engagement Mobilisation	3 Co-development of action plan	4 Co-implementation of action plan
Development of project plan, agreement of ToR and governance	Development of a stakeholder engagement plan	Workshops to identify challenges and opportunities	Implementation of action plan
<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>• Terms of Reference document outlining key objectives and governance structures</li> <li>• Signed GLA grant agreement</li> <li>• Stakeholder membership identified to initiate first working group</li> <li>• Risk register</li> </ul>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>• Procurement of expert facilitator</li> <li>• Stakeholder engagement plan outlining how the workshops will take place</li> </ul>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>• Three workshops to identify with following stakeholders:               <ul style="list-style-type: none"> <li>• Students at Edgware Primary School</li> <li>• Parents/guardians/residents in local community</li> <li>• Council staff and local stakeholders</li> </ul> </li> <li>• Report on findings of each workshop</li> <li>• Thematic analysis</li> <li>• Development of action plan</li> </ul>	<p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>• Delivery of actions on traffic calming, noise pollution and air quality measures; healthy lifestyles and safe, green spaces for children to play</li> </ul>
<p><b>Outcome</b></p> <p>Vision clear and set, stakeholders are onboarded, key risks are set and approach for implementation communicated</p>	<p><b>Outcome</b></p> <p>Developing a partnership approach for co-production</p>	<p><b>Outcome</b></p> <p>developing a neighbourhood partnership structure to identify local concerns and to develop action plans to tackle them (building on) bring young people and school are the core of the project; raising awareness of unhealthy behaviours, asset based community development, whole school approach,</p>	<p><b>Outcome</b></p> <p>Improvements in the use of community assets and connectivity to schools improved, strengthened the case for local voices and local action</p>



# Budget

	Spending as outlined in GLA bid	Amount
	<b>Total</b>	<b>£30,000</b>
Staff costs	Expert Facilitator	£8,000
	Community Engagement Facilitator	£3,000
	Project Staff (Fte)*	
	Consultation & Design Fees	£10,000
Direct project costs	Room Hire*	
	Communications*	
	Behaviour Change Interventions*	
	Public Realm Interventions	£8,000
	Parental incentives/Expenses for Travel or Participants	£1,000
	Air Quality Audits*	
	Instalment of Public Realm Interventions*	

\*Funding via PH budget or existing projects

# Risks

# Key project risks

Subject	Description	How we propose to mitigate this risk
Competing priorities	With the cost of living crisis, health is seen less of a priority. This may lead to reduced engagement from residents.	Stakeholder engagement plan Working with local VCS organisations Incentives
Duplication of work	There is a risk of duplicating work already ongoing/planned or not being aware of projects	Agreed stakeholder membership to cover all relevant teams Monthly steering group meetings Mapping exercise
Consultation fatigue and lack of trust from community	Consultation fatigue and lack of trust from community as they don't feel comments are truly taken on board	Working with local VCS organisations Working closely with Ballymore Commissioning expert facilitators Clarity on limitations of the project Feeding back on the action plan
Sustainability of actions	Risk of actions identified not being sustained after the project ends.	Partnering with local VCS organisations with existing programmes All actions to consider costs/long term funding
Lack of engagement with businesses	Lack of engagement from businesses to participate in the Healthier High Streets programme	Workshop with local businesses Develop an incentive approach to encourage businesses to participate (e.g. skills offer)

# Project Governance

# Reporting structures

## Reporting structures

- Health and Wellbeing Board (quarterly)

## Interdependencies with other workstreams

- Edgware Board

## Presentations at the following meetings:

- Fit and Active Partnership Board meeting (2<sup>nd</sup> November)
- Edgware Board (28<sup>th</sup> November)
- School Governors meeting (13<sup>th</sup> December)

# Stakeholder roles and responsibilities

# Stakeholders

Name	Position	Team
Alison Jacob	Head Teacher	Edgware Primary School
Gus Alston	CEO	Stonegrove Community Trust
Simon Ryan	Developer Representative	Ballymore
Tom Burnage	TfL Redevelopment Manager	TfL
Carl Griffiths	Principal Planning Officer	Development Management Team (Barnet)
Lucy Devereux	Town Centres Investment Manager	Economic Development Team
Christopher Hagisavva	Town Centres Officer	Economic Development Team
Yogita Popat	Assistant Director for Sustainability	Sustainability (Barnet Council)
Sunita Trehan	Senior Comms Manager	Comms
Louis Bynoe	Road Safety Support Officer	Safe & Sustainable Travel Team
Matt Gunyon	Head of Service	Greenspaces
Paul Bowker	Transport & Regeneration Manager	Regeneration Team (Re)
Susan Hunter	Regeneration Officer	Regeneration Team (Re)
Jane Morris	School Safeguarding and Exclusions	Barnet Education and Learning Service (BELS)
Geraldine Pears	Learning Network Inspector	Barnet Education and Learning Service (BELS)
Nicole Asante	Air Quality Senior Scientific Officer	AQ Team (Re)
Courtney Warden	Sport & Physical Activity Service Manager	Leisure & Greenspaces
Tania Barney	Healthy Schools London Barnet	Healthy Schools London
Michelle Leon	Public Health Officer	CYP Public Health Team
Sharon Smith	Public Health Strategist	CYP Public Health Team
Payal Brahmhatt	Public Health Business Engagement Officer	Health Environment PH Team
Janet Mathewson	CEO	Young Barnet Foundation
Hannah Richens	Head of libraries	Libraries
Vishal Patel	GP Registrar	Public Health



# Evaluation framework

# Evaluation update

- **GLA are in the process of appointing an evaluation partner for the overall London Superzones Programme**
- **Public Health Intervention Responsive Studies Team (PHIRST) provide timely and accessible evaluations for public health interventions to local authorities, funded by the NIHR Public Health Research Programme.**
- **Agreed that LAs should group together and submit a bid based on a thematic split**
- **Next round of applications until September until January**