

# School Superzones: Saracens High School

**Project Management Plan**

**Date created: 19<sup>th</sup> September 2022**

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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.

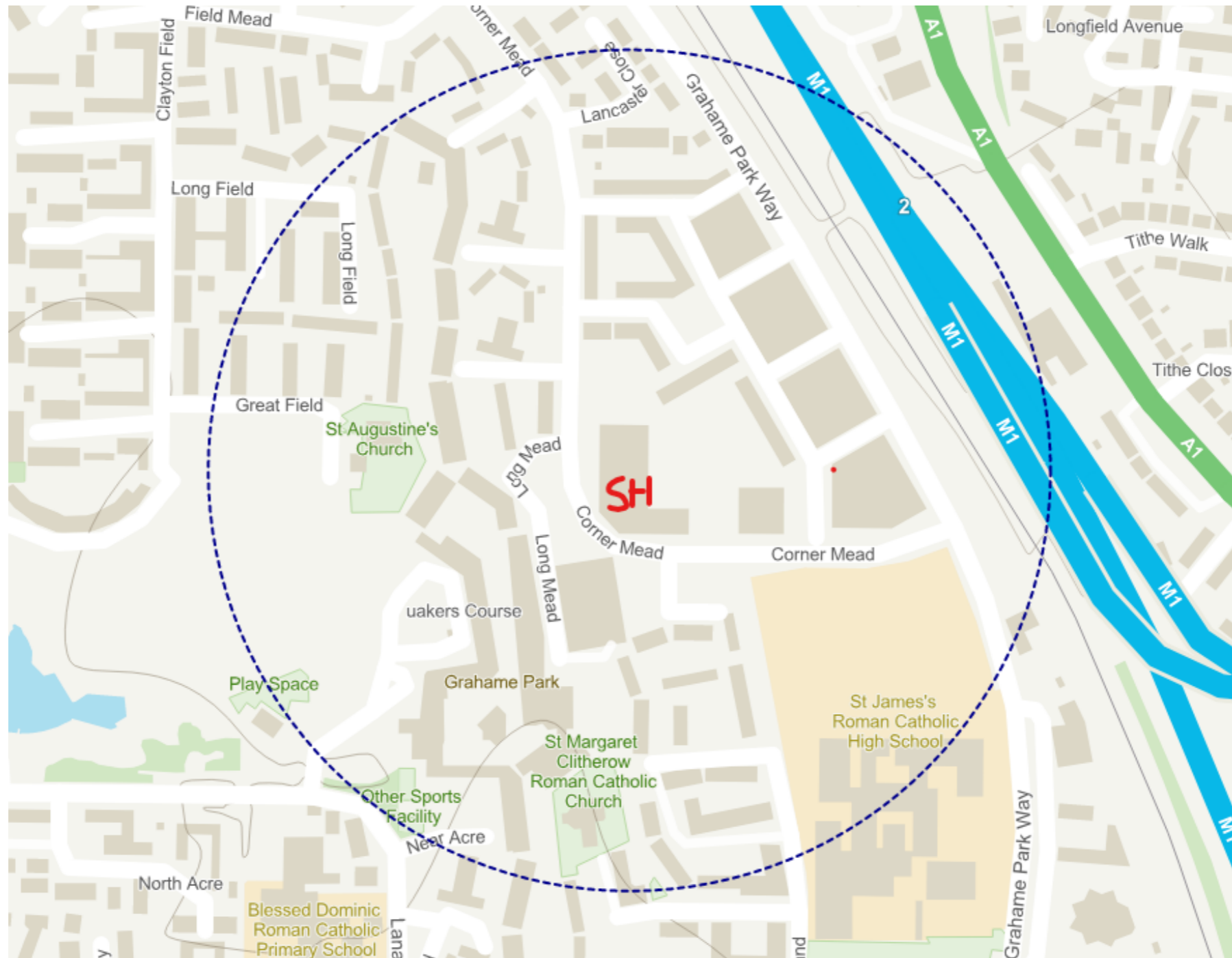


# Purpose of Barnet Superzones

- 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

# Saracens High 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



# Saracens High School: Key themes

## 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

# Saracens High School Superzone

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.

# Theory of change model

## STATEMENTS:

- Young People do not feel safe walking and cycling to school
- Absence of community space for residents
- High rates of antisocial behaviour, violence, theft, public disorder and drug incidents



## MISSION:

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

		OUTCOMES		
Activities	Outputs	Short term	Medium term	Long term
<p>Develop a stakeholder engagement plan</p> <p>Stakeholder engagement workshops to map existing environment health and wellbeing challenges (within school and wider Superzone area)</p> <p>Thematic analysis report</p> <p>Co-develop action plan with students/young people, the school and community to inform interventions</p> <p>Adopt a Whole School Approach, inclusive of activities happening within the school and those happening outside the school gate</p>	<p>Three 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>Thematic analysis report of the workshop</p> <p>Action plan to tackle active travel, community safety and access to green space</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>Better understanding for council of local issues that matter to the community to inform/influence future/ongoing projects</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>

# Key project Dependencies and Assumptions

## Assumptions:

- Public realm improvements will decrease the rates of antisocial behaviour
- Infrastructure changes will lead to an improvement in active travel
- Actions will be long lasting/sustainable
- Upkeep of community spaces
- Stakeholder engagement/commitment
- Funding to deliver the action plan

## Dependencies

- Related workstreams able to deliver identified actions in the Graham Park estate
- Project timelines will align with other workstreams

# Project Plan and timelines

# Saracens High School Superzone

## Phase 1: Co-design action plan (5 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
- Hold workshops with students, parents/ carers and staff/ school community
- Hold a workshop with council staff and other local stakeholders (e.g., Colindale Community Trust)
- Using findings of workshops, steering group to develop action plan

We will employ Youth Realities and Colindale Communities Trust 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 (6 months)

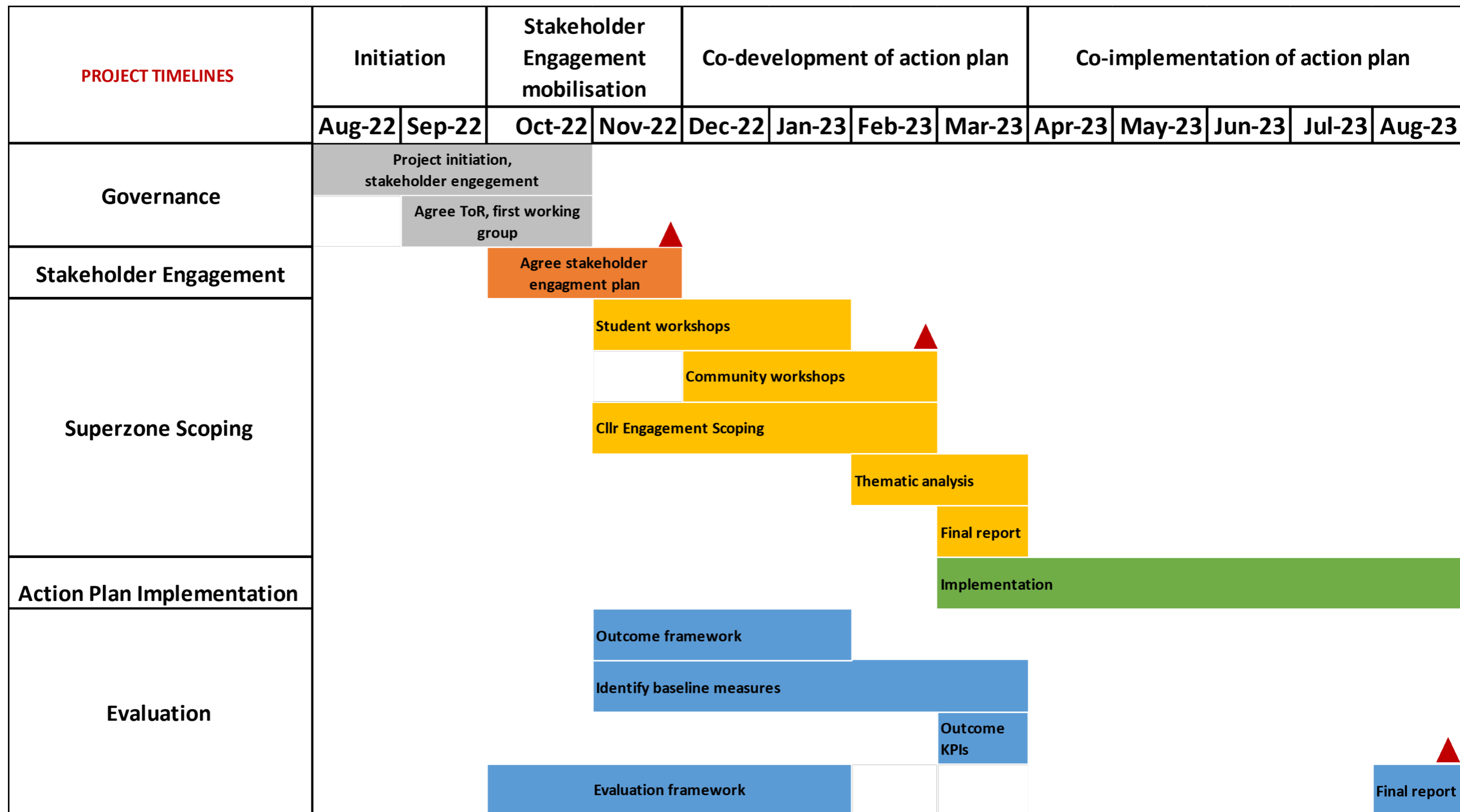
Implementation of the interventions identified within the action plan will include a mix of activities within the school (e.g., STARS, Resilient Schools) as well as those outside the school (e.g., road infrastructure improvements). Where possible, we will encourage young people to champion interventions.

## 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.

# Project timescales



▲ GLA project update requirements

# Deliverables and Outcomes

1

## Initiation

Development of project plan, agreement of ToR and governance

### Deliverables:

- Terms of Reference document outlining key objectives and governance structures
- Signed GLA grant agreement
- Stakeholder membership identified to initiate first working group
- High level project management plan
- Risk register

### Outcome

Vision clear and set, stakeholders are onboarded, key risks are set and approach for implementation communicated

2

## Stakeholder Engagement Mobilisation

Development of a stakeholder engagement plan

### Deliverables:

- Stakeholder engagement plan outlining how the workshops will take place

### Outcome

Developing a partnership approach for co-production

3

## Co-development of action plan

Workshops to identify challenges and opportunities

### Deliverables:

- Three workshops to identify local needs with following stakeholders:
  - Students at Saracens High School
  - Parents/guardians/residents in local community
  - Council staff and local stakeholders
- Report on findings of each workshop
- Thematic analysis
- Development of action plan

### Outcome

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,

4

## Co-implementation of action plan

Implementation of action plan

### Deliverables:

- Delivery of actions on active travel, community safety and access to green space

### Outcome

Improvements in the use of community assets and connectivity to schools improved, strengthened the case for local voices and local action



# Budget

Spending as outlined in GLA bid	Amount
<b>Total</b>	<b>£30,000</b>
Expert Facilitator	£3,000
Community Engagement Facilitator	£9,000
Project Staff (Fte)*	
Consultation & Design Fees	£10,000
Room Hire*	
Communications*	
Behaviour Change Interventions*	
Public Realm Interventions	£7,000
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 and actions will not be reflective of local needs.	<ol style="list-style-type: none"> <li>1. Stakeholder engagement plan to address tailored recruitment approaches to different groups</li> <li>2. Working with Colindale Communities Trust and Youth Realities who can provide local intelligence to support recruitment</li> <li>3. Incentives for participation</li> <li>4. Issues around community safety are a high priority in the area for residents</li> </ol>
Duplication of work	There is a risk of duplicating work already ongoing/planned or not being aware of projects – could lead to an over exhaustion of resources.	<ol style="list-style-type: none"> <li>1. Stakeholder membership was agreed with relevant teams prior to project work commencing</li> <li>2. monthly steering group meetings for wider teams to notify of work that may impact the school superzones project</li> <li>3. Mapping exercise to establish related projects with delivery date</li> </ol>

Subject	Description	How we propose to mitigate this risk
<p>Consultation fatigue and lack of trust from community</p>	<p>There maybe consultation fatigue with residents particularly with ongoing projects in the Graham Park Estate could lead to reduced engagement. In addition, lack of trust from community as they don't feel comments are truly taken on board.</p>	<ol style="list-style-type: none"> <li>1. Working with Colindale Communities Trust and Youth Realities to help connect with residents and deliver the workshops as trusted voices in the community</li> <li>2. Engaging with strategy team to get a full list of consultations to avoid duplication</li> <li>3. Clarity when delivering workshops on the limitations of the project to residents</li> <li>4. Feeding back on the action plan to residents who participated in the workshop and wider community</li> </ol>
<p>Sustainability of actions</p>	<p>Risk of actions identified not being sustained after the project ends. Trust with community is diminished for future projects and impacts our ability to achieve longer term objectives.</p>	<ol style="list-style-type: none"> <li>1. All actions will consider delivery lead and how the action will be financed longer term, particularly considering repairs</li> <li>2. Working with existing VCS organisations as much as possible</li> </ol>

# Project Governance

# Mapping exercise

## Reporting structures

- **Health and Wellbeing Board (quarterly)**

## Interdependencies with other workstreams

- **Connecting Colindale (Trisha Boland)**
- **Colindale Community Network**
- **Fit and Active Partnership Board (Courtney Warden)**
- **Grahame Park Steering Group (Colin Boxhall)**
- **Grahame Park Strategy Group (Bina Omare)**

# Stakeholder roles and responsibilities



# Stakeholders

Name	Role	Organisation
Matt Stevens	Headteacher	Saracens High School
Sonia Green	Vice Principal	Saracens High School
Bina Omare	CEO	Colindale Communities Trust
Sherine McFarlane	Head of Social & Economic Investment	Notting Hill Genesis
Michelle Davies	Regeneration Service Manager	Barnet Homes
Louis Bynoe	Road Safety Support Officer	Safe & Sustainable Travel Team
Yogita Popat	Assistant Director for Sustainability	Sustainability (Barnet Council)
Trisha Boland	Regeneration Manager	Regeneration Team (Barnet Council)
Alex Sexton	Capital Delivery Portfolio Lead - Highways	Transport Consultancy
Jane Shipman	Senior Engineer - Highways	Highways
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
Geraldine Pears	Learning Network Inspector	Barnet Education and Learning Service
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
Orla Purdon	Public Health Officer	CYP Public Health Team
Sharon Smith	Public Health Strategist	CYP Public Health Team
Rachel Wells	Consultant in Public Health	Healthy Neighbourhoods Team
Calisha Allen	Public Health Registrar	Healthy Neighbourhoods Team
Talia Kensit	CEO	Youth Realities
Maggie Higton-Brown	Head of Community Safety, CCTV, Intelligence	Community Safety Team (Barnet Council)
Jacques Trysman	Investigation and Enforcement Officer	Community Safety Team (Barnet Council)

# 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**

# Stakeholder engagement plan

# Stakeholder engagement plan

## Key objectives:

- To identify local needs on active travel, community safety and access to green space with local partners (school children, residents and, community groups) within the Superzone catchment area.
- Explore/find solutions together for the action plan, encouraging innovative thinking
- Establish connections with the school and local community.
- To note and acknowledge areas that are out of scope to support ongoing/future programmes.

# Groups and recruitment

Group	Lead facilitator	Who is helping to recruit?	How will the purpose of the workshops be communicated?	Venue	Incentives*
Students and staff at Saracens High School	Youth Realities	Saracens High School	Assembly/poster/Graham Park Youth Organisations, school newsletter	Saracens High School	N
Parent/carers	Colindale Communities Trust	Colindale Communities Trust	Posters/social media/go to ongoing events Parents via school VCS partners Barnet homes newsletter (residents)	Saracens High School/CCT	N
Residents living within the Superzone catchment area	Colindale Communities Trust	Colindale Communities Trust	Posters/social media/go to ongoing events Parents via school VCS partners Barnet homes newsletter (residents)	Saracens High School/CCT	Y
Council staff and other stakeholders	Colindale Communities Trust/Public Health	Barnet Public Health	Directly via email	Council building	N