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Title of meeting:	Cabinet Meeting
Subject:	Superzone pilot
Date of meeting:	7 th March 2023
Report by:	Andrea Wright, Public Health Dominique Le Touze, Public Health
Wards affected:	Charles Dickens

1. Requested by

Cllr Matthew Winnington

2. Purpose

To update Cabinet on the progress of the pilot Superzone in the Charles Dickens ward.

3. Information requested

3.1 Background

- 3.1.1 A Superzone is a place-based approach to improving urban environments for health, covering a 400m radius around a central point. The initiative brings together people from across the system to address local issues identified as factors that limit wellbeing. The project was originally established to tackle the drivers of childhood obesity and was first piloted in London.
- 3.1.2 In Portsmouth, Arundel Court Primary Academy (ACPA) in the Charles Dickens ward is the central point of the Superzone. The road boundaries of Fratton Road, Lake Road, Commercial Road and Canal Walk are approximately 200m from the school (Appendix 1).
- 3.1.3 A total of 3 schools expressed an interest to pilot the Superzone. The rationale for choosing ACPA was based on its high levels of childhood obesity, its location in the ward with the highest deprivation and in an Air Quality Management Area.
- 3.1.4 Extensive work was carried out with school pupils to determine the environmental barriers and enablers for them to be healthy. A thematic analysis of their insight uncovered four themes: healthy food environment, active places, cleaner air and community safety.

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- 3.1.5 These themes informed workshops with a range of professionals linked to health, education, housing and community. The aims, objectives and output indicators agreed between delivery stakeholders, form the basis of the action plan. The goal is to develop a series of multi-faceted interventions to generate short term improvements in healthy eating, physical activity, community safety and air quality.
- 3.1.6 Each intervention has multiple co-benefits for short- and long-term health. Overall, the Superzone aims to positively impact long term child health outcomes, both directly through interventions, and indirectly by collaborating and pooling resources across agencies and the community.
- 3.1.7 The first Superzone pilot in Portsmouth was approved by the Health and Wellbeing Board in Sept 2019 with delivery on course to start in March 2020 just as the Covid-19 pandemic began, which resulted in an unforeseen 18-month delay.
- 3.1.8 The Superzone pilot was restarted in September 2021 with a soft launch, due to the ongoing impact of the pandemic on the school community. As a result, communication and engagement linked to the Superzone has been through ACPA's school network rather than directly with pupils and parents. This has had the unforeseen benefit of using a trusted partner to gain deeper and more honest feedback and insight from children.
- 3.1.9 Delivery during the 21/22 academic year continued to be hampered by the impact of Covid-19 in schools. In the summer term, it was agreed to extend the pilot into the current academic year (22/23) with the additional time being extremely valuable. Most of 21/22 was devoted to learning more about the issues raised by the children and local community and working collectively on solutions to tackle them. On more than one occasion, original plans were altered based on the increased knowledge and insight gained in 21/22.

3.2 Delivery in the 2021/22 academic year

- 3.2.1 Rather than the planned simultaneous launch of actions, a staggered approach was required due to the increased pressures within the school linked to the pandemic response. In hindsight this worked well and is worth considering if future Superzones are rolled out.
- 3.2.2 The table below gives a summary of the actions in 2021/22.

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Theme	Progress	Insight gained and delivery actions
Healthy Food Environment	<u>Lunchboxes</u> Two lunch box audits completed (7 th and 14 th March).	Insight - Around 200 out of 543 pupils take a packed lunch to school. Lunchbox audits found around 80% of lunchboxes contain sandwiches, crisps, fruit, yoghurt or chocolate bar. Replacements for sandwiches included Dairylea Dunkers, Fridge Raiders, cooked cold food e.g. pasta. Around 70% of Year 5 and 6 children had a piece of fruit in their lunchbox. The audits highlighted a lack of food in some lunchboxes, with some children potentially still hungry after lunch. This was most notable in Year R and 1, despite all KS1 children being all entitled to a universal Free School Meal (FSM). As a result of this audit, the focus of intervention shifted to focusing on the quality and quantity of KS1 lunchboxes, and also increasing FSM up-take. This insight was from last academic year, prior to the cost-of-living crisis, so we can hypothesise that this may be an even bigger issue this academic year. We endeavour to support the school and families to ensure children are getting enough food at lunchtime.
	<u>Food waste</u> Two food waste audits completed, covering both kitchen and children's waste. Discussion with the children around dinners to explore themes arising linked to food waste on specific days.	Insight - Around 19 bags of food waste were produced each week. Certain days created more waste than others depending on the menu, with Wednesday (roast dinner day) creating the most waste, despite the popularity of roast dinners with children. Kitchen waste was also deemed to be high in the initial audits, but a change in kitchen manager specifically tasked to reduce food waste occurred during this audit period, so this will be reviewed again in 2022/3.
Active Places	Daily Mile - delivered regularly across all year groups.	Insight - The school already participated in the Daily mile and is popular with children and teachers alike, with both groups seeing the benefits of regular participation. Children value it for their health and fitness and teachers for both the health and behaviour and concentration benefits in the classroom. Delivery - The Daily Mile was reinstated in September 2021 and is run most days amongst all year groups (R-6), so every child in school regularly takes part in either walking, jogging or running one mile around the outside of their playing field in a marked-out track at some point throughout the school day.
	Mode of travel to school was assessed via 3 x hands-up surveys and observation of 2 school drops offs (wet and dry comparison)	Insight - Around 25% of pupils travel by car each day, with 7 regular drop-off points identified. Cycling and scooting to school was low, despite access to a bike, scooter, or both, being relatively high though out the school (83%). Congestion, illegal parking (on yellow lines, middle of the road, blocking footpaths/residents' bays/other cars) and car idling were issues observed at both observation points (Northam Street and Fyning Street) during the observation exercise. It was also observed that many parents enjoy the social opportunity to chat at drop off/pick up. Car journeys to and from school were higher than expected for an inner-city school with a relatively small catchment area, located in the ward with lowest car ownership in Portsmouth. Up to 78% households do not have access to a car in Charles Dickens ward ¹ .
Cleaner Air	Smoking at school gate audit completed and observation of	Insight - Only 4 parents/guardians were smoking outside school gate at drop-off and a further 4 were vaping on the day of the audit (of a pupil population of 600 children that day). Very few cigarette

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	cigarette butts on ground around roads leading to school gate	butts were visible on the ground around the school gate. This insight demonstrated that smoking at the school gate was less of a concern that originally anticipated.
Community and Safety	Re-design of Arundel Park via Safer Streets and greening funding	<p>Insight - A parental survey and community consultation highlighted that residents didn't feel safe using the park due to recreational drug use (daytime) and anti-social behaviour (evenings). The park layout and landscaping meant that there were lots of areas outside line of sight, which made parents in particular wary of letting children play freely in the area. Dog fouling was also reported as an issue. A Healthy Street Audits highlighted areas for improvement which were fed back into the respective working groups.</p> <p>Delivery - The park was redesigned in Spring 2022 to improve the landscaping and design, and to encourage better residential use. Low bushes were removed, visibility improved within the main area of the park and to paths outside, trees were planted, and dog waste bins installed.</p>

3.3 Delivery in the 22/23 academic year

3.3.1 The focus for this academic year is using the insight gained last year to build on actions already underway to deliver effective interventions, and implement actions delayed by the pandemic.

3.3.2 The table below gives a summary of the next steps for each action already underway.

Theme	Action	
Healthy Food Environment	Improve Healthy Lunchboxes and increase Free School Meal (FSM) up-take	We worked with the school meals provider (Caterlink) to discuss the issues identified both in terms of school meals quality and food waste and poor quality lunchbox content for some children. We are exploring ways Caterlink, the school and other partners could support an increase in up-take of school meals, especially for those children entitled to FSM.
	Reduce food waste	Ideas are currently being discussed further with parents and wider partners and a range of interventions that families would find useful are being developed.
Active Places	Continue the Daily Mile	Ensure children continue to regularly participate in the daily mile, capture data to use in the classroom as part of projects and highlight the benefits for their health and learning.
	Increase active travel to school	<p>Further discussions took place in the Autumn term between stakeholders and a parents survey was issued around how and why they chose the method (active or driving) they do to get to school. The idea was to unpick some of barriers to active travel and ask for potential solutions from the parents themselves. Findings are currently being considered, with relevant and appropriate ideas being feed into the range of active initiatives already underway.</p> <p>Following last year's observations of drop-offs and major safety concerns raised at Northam Street in particular, a road safety audit at school pick-up took place. A road safety officer examined both road layout/markings, aids/barriers to walking and cycling around school gate, and parental driving behaviour at a pick-up on 7th November. The findings are currently being</p>

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		discussed with the key partners involved in active travel action, aiming to inform future plans. A range of interventions are currently underway with the school based on the 21/22 insight, including classroom work, homework and trialling of innovative initiatives such as a scooter library, Wheelie (scoot/cycle) Wednesdays and inter-schools competition around active travel, launching in summer term. A School Streets initiative is also being explored after the idea received positive feedback from parents and children.
Cleaner Air	Reduce smoking at school gate	Following the smoking drop-off observation and cigarette butt audit around the school gate identifying a relatively small number of smokers, the school decided to focus on promoting standard stop smoking interventions to parents.
Community and Safety	Improve Arundel Park and increase usage	A follow-up survey was administered to parents, to gain feedback on the park improvements, with results pending.

3.3.3 In addition to the above actions, work around anti-idling, improving litter and dog fouling in the area and promoting cycling are all planned within the next 6 months. The anti-idling campaign will include classroom work. A campaign targeting litter and dog fouling issues will focus on promoting the My Portsmouth App and encouraging anonymous tip offs, which has been successful in increasing reporting in the past. Work on increasing family cycling will take place in the summer promoting active travel.

3.3.4 In addition to the original action plan, we have been working with the University of Portsmouth to embed the Active Skills Model (ASM) in Portsmouth. The Active Skills Model provides training and support to develop fundamental physical movement skills on a dedicated ASM garden (intergenerational community space to be active), with funding secured for a site within the Superzone. We were the first city in the UK to train local staff in the ASM 10 functional skills principles (course one last April, with 2nd course planned for the summer) and will be first to develop a supporting ASM garden. A detailed up-date on the ASM will be presented later in the year.

3.4 Evaluation

3.4.1 A detailed evaluation for each of the workstreams is currently underway. Over the coming months this will be complemented with a 'realist evaluation'ⁱⁱⁱ of some aspects of the Superzone, which will explore the context and mechanisms for successful interventions. In other words 'how' and 'why' interventions have been effective, and what is needed to sustain positive effects.

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- 3.4.2 As one of the first Superzones outside London we are working closely with the London Superzone network, benefiting from guidance and information sharing with peer Local Authorities in London, supported by the Greater London Authority.
- 3.5 When the Superzone pilot concludes in September 2023, we will start to explore ways that the model could be adapted to other schools around the city, using learning from Arundel Court.

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Signed by (Director)

Appendix

Appendix 1 - Map describing Superzone location

Background list of documents: Section 100D of the Local Government Act 1972

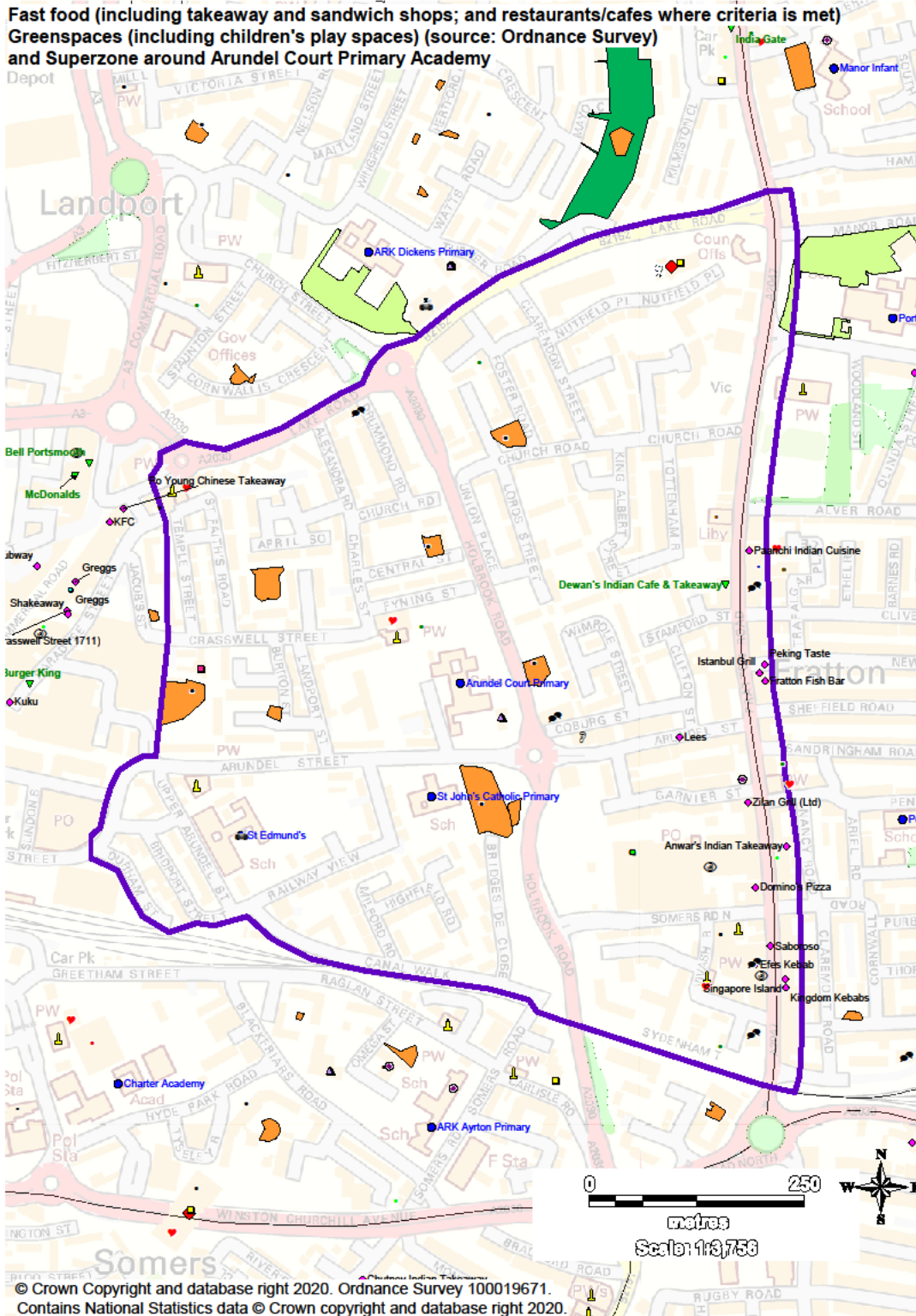
The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location
Proposal for a pilot superzone to tackle childhood obesity and create a healthier environment	HWB 25 Sep 19 superzone.pdf portsmouth.gov.uk

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Appendix 1 - Map describing Superzone location



i [Portsmouth Transport Strategy 2021-2038](#)
 ii [A brief introduction to realist evaluation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)