



RIGHT TO
SUCCEED



Cradle to Career Sefton - St Helens

Annual Progress Report - Year 1

1 September 2024—31 August 2025



Contents

About Cradle to Career Linacre	3
Our Year in Numbers	9
Part 1: Progress in Education	10
Part 2: Progress in Community	13
Part 3: Progress in Family Services	17
Part 4: Year 2 and Beyond	20



About Cradle to Career Linacre

In this report, we highlight the key activities and progress made in delivery year 1.

Introduction

Cradle to Career puts the people of Linacre at the heart of education, services and local decision-making. It aims to significantly improve literacy standards among children, give families easy access to the support they need, improve the quality of life for all and create new opportunities for local children and young people.

Our vision is that every child in Linacre thrives, from Cradle to Career.

Our mission is to support Linacre to develop as a strong, thriving community where every child and young person has all the help and opportunity they will need to succeed.

Programme Aims

Linacre Cradle to Career is a collective impact programme which aims to significantly improve literacy standards among children, give families easy access to the support they need, and create more opportunities for local children and young people.

The programme was developed following a year of research '**Discovery**', during which those living and working in Linacre came together to decide on their priorities for the area.

Linacre Cradle to Career has three strands:

- Education
- Family & Services
- Community & Youth Voice.

All three strands work together towards the following programme vision:

A future in Linacre where young people thrive, supported by schools, community partners, and statutory services working together to create locally-led, research-informed solutions. By fostering collaboration and advocacy, the social, emotional, and educational needs of young people and families are fully understood and met. This empowers them to succeed, benefitting from sustainable support systems and opportunities designed to nurture their growth and development.

Programme Aims

The Programme focuses on three workstreams; education, family & services and community & youth.

Education Aims

- Education and community providers are better equipped to understand challenges to full participation and access to the curriculum and how to use data to design and deliver effective solutions, to allow all children to engage positively.

Family & Services Aims

- Supporting families with information, advice and guidance that supports child development and access to early help services/referral systems.
- The "Next Chapter in Life" early years workstream, part of the Linacre Cradle to Career programme, aims to improve outcomes for children aged 0-5 in the Linacre area by delivering coordinated and community-based support to families, especially those most hard to reach.

Community & Youth Aims

- A local youth offer will be developed with community involvement to ensure appropriate youth provision is available for all young people
- Design and develop a Pride of Place programme to promote collaboration and innovation through aligned investments, partnerships, and sustainability efforts for Love Your Streets, Linacre, aiming to improve housing, public spaces, and community pride by empowering local leadership.

Governance

Within all Right to Succeed programmes, collective working to achieve shared ambitions is a core principle. In Linacre, the programme is overseen by a Steering Group and there are Working Groups for each workstream - **Education, Family & Services and Community & Youth**.

The Linacre Steering Group has an independent chair and the membership is made up of 11 representatives which includes the Chairs of the working groups, representatives from the local authority and other local stakeholders working to support young people and their families in Linacre. The purpose of the group is to provide strategic oversight of the programme and feed into the LCR Regional Governance Board.

The Linacre Working Groups meet regularly to discuss and determine the operational activities for the programme. Across all three of the working groups there are representatives from schools, Local Authority, community and voluntary sector organisations, as well as local residents so everyone has a voice in guiding the project. Examples include; Sefton Council, Merseycare, Library Service, Community by Nature and other community organisations.

Governance in Action

In July 2025 we held a celebration event in Linacre reflecting on the progress made in year 1. We were joined by our incredible community partners for a day of sharing best practice and highlighting achievements.

Watch our Linacre Celebration Event



A Note from Peter Gaul: Chair of the Linacre Steering Group and CEO at Belonging Schools Ltd

It's my great pleasure, as Chair of the Linacre Cradle to Career Steering Group, to introduce this report for 2024-25 and to celebrate the huge progress that has been made over the last eighteen months.

I remember very clearly the very first meeting during the Discovery Phase that was held on a cold day in the warmth of Kingsley and Co in 2024; those early meetings have laid the groundwork for a new movement in our community and it was fantastic then to celebrate our progress at St Leonard's in July, when we shared our learning and some splendid cakes. The energy in the networks being created and the pride in our place were palpable.

Modern society does not always encourage connection and networks. If we are not careful, our world can be a fragmented one. We can become insular and disconnected. The powerful links being formed in our three working groups (education, family and service and community voice / pride in place) are an antidote to this fragmentation.

Geoffrey Cohen said that a sense of belonging is 'a condition for success, not a by-product of it'. He was right. This is key for our young people in Linacre: they are as talented as any students anywhere, something I have felt and seen for more than thirty years. When they feel this sense of belonging, they flourish with a sense of agency and that they are creating their lives and community, rather than having life 'done to them.' Cradle to Career is about creating this sense of abundant thinking, a generosity of spirit that allows lives to flourish. It is clearly happening in Linacre. Sometimes, it is the simplest things that are the most powerful. Warm welcomes, cups of tea, taking the time to share where we are and who we are and where we might possibly get to. The building of trust over time between individuals, families and organisations of all sizes and shapes is at the heart of what we are doing, as we create ever strengthening infrastructures and relationships.

Someone once said, 80% of success is turning up. They were right. Let's keep turning up and doing work that matters deeply for this place. We've only just started and achieved much in a brief stretch of time. Let's keep at it.

I'd like to wish everyone the greatest success in their endeavours over the coming months in our community and I look forward to seeing their impact.



Our Theory of Change

The Theory of Change for Linacre sets out a vision where children, young people, and families thrive in a supportive and inclusive community. The diagram shows how local challenges such as early years challenges, complex needs among young people, underfunded youth services, and limited resident voice are addressed through shared action.

Enablers of change include strong collaboration between schools, families, and community partners, better use of data and evidence, and multi-agency wraparound support. Planned activities focus on literacy interventions, parent empowerment, school and staff capacity building, youth-led provision, and community-led initiatives.

In the short term we are aiming for outcomes such as improved literacy, increased confidence and resilience among young people, stronger family engagement, and greater pride in place. Ultimately, the long-term impact is a community where children are ready for learning, young people achieve positive life outcomes, families are thriving, and residents feel empowered in shaping their area.



Our Year in Numbers

1,907

children and young people assessed or supported through whole-school training

967

children & young people received or accessed interventions

304

adult residents engaged

234

practitioners engaged in other ways

32

partner organisations worked with

25

practitioners trained





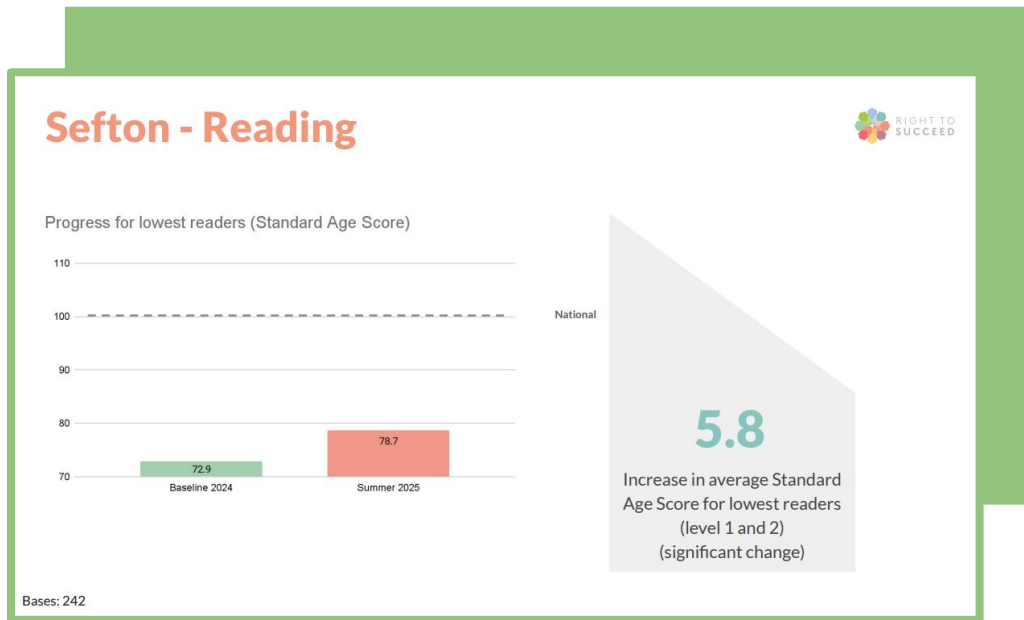
Part 1: Progress in Education

Literacy Impact

In Linacre, literacy outcomes for children and young people showed steady improvement across the year. Average reading scores increased from 95.5 to 96.3, a rise of 0.8 Standard Age Score (SAS) points. This indicates that overall pupils made slightly more progress than expected.



Out of eight schools engaged, three made positive progress in reading, including one showing significant gains. The lowest attaining readers made positive gains, rising from an average SAS of 72.9 to 78.7. This is equivalent to half a GCSE grade, indicating that targeted interventions are reaching those most in need. The proportion of highest ability readers (Stanine 8 and 9) grew by 45% (from 69 to 100 Pupils)



Delivery Activities & Interventions:

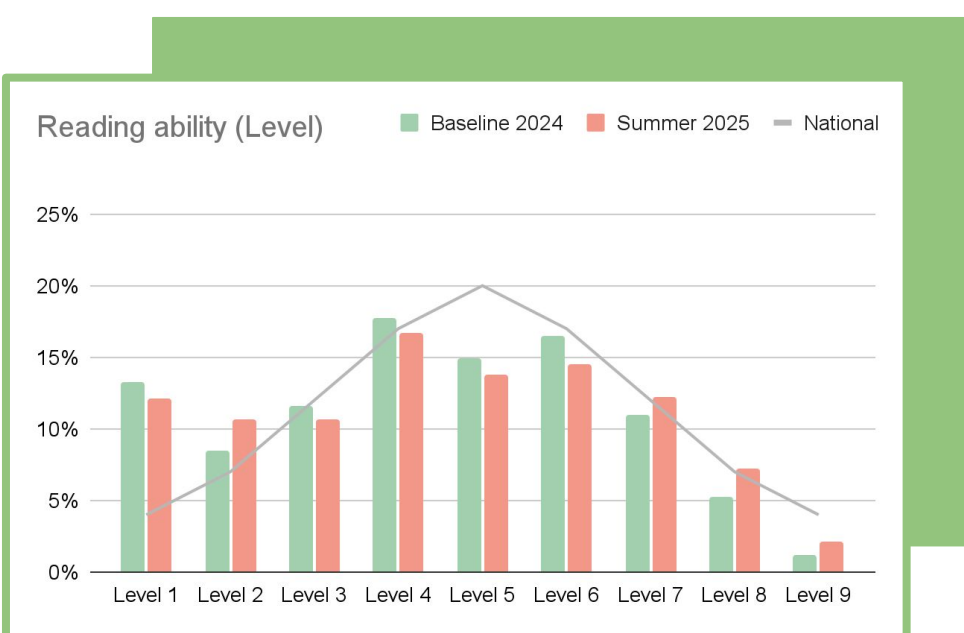
In the first year of the Linacre Cradle to Career project, the focus has been on building collaborative foundations across Linacre schools to enhance literacy and inclusion.

Key activities included GL Assessments (NGRT and PASS), along with literacy audits that showed strong staff agreement on prioritisation but highlighted CPD needs for oracy and SEND support.

Schools implemented targeted Literacy interventions, such as funding additional speech and language sessions, purchasing new books to support register and read initiatives and to fund Lexonik staff training to support the rollout of phonics support within school.

Additionally, to support inclusion, schools have opted to utilise funding to train their staff up as Level 3 Forest School leaders and have run sessions with their pupils as well as Lego therapy and sensory circuit interventions to support those with high needs.

Collaborative efforts over the year included SEMH workshops and reviewing which universal and targeted offers can be developed collectively to support Linacre young people.



45% increase in the number of highest readers (level 8 and 9)



Part 2: Progress in the Community

Working with the Community:

What we did in Year 1.

As part of our **Collective Working Conditions** at RtS we strive for a **Common Agenda**, not just at the top level of decision making but in everything we do. That's why community research and input has been at every planning stage of our initiatives. Working alongside the Linacre community, Cradle to Career has conducted **Discovery** phases with residents and young people shaping a £33k pilot, delivering:

- **Targeted teen issue curriculum programmes (Inclusive Hub):** 12-week Empowering Girls / Boys Matter.
- **Youth Café (YKids):** 12 diversionary evening events.
- **Forest School (Community by Nature):** Weekly sessions + 2 residentials for at-risk 12–16s.
- **Outreach Youth Work (Community by Nature):** Summer outreach.
- Sefton CVS delivered **Youth Participation Toolkit training** to 6 Linacre based youth organisations, 2 of which commissioned the Young Advisors to do further work in the setting around the Lundy Model of Participation.

Cradle to Career Linacre Co-Designed Youth Offer (confirmed delivery partners):

- **Detached:** Merseyside Youth Association & Conquer Life CIC
- **Diversionary:** YKids, Community by Nature & Inclusive Hub
- **Youth Hub:** Conquer Life CIC & MYA

Additionally, Sefton CVS will deliver diversionary grants to young people in Linacre.

Pilot 1: Inclusive Hub

Children attending the **Inclusive Hub** reported overwhelmingly positive experiences. All participants said they enjoyed attending, made new friends, and would return many even wanted to bring friends along.

The most valued aspects were being able to talk openly about emotions, learning coping strategies for anger, and feeling supported by peers and staff. One child described the Hub as *"like my second home."*

Participants highlighted learning practical skills such as managing anger without aggression, recognising the impact of cyberbullying, and asking trusted adults for help. Notably, all respondents said they felt more confident, calmer, and better able to deal with challenges in school and social settings.

"I've learnt how to stay calmer than I was, we have learnt how to tell people when we don't like things they do, like call me by the wrong name and talking in a group of people which I don't like to do, but everyone makes me feel confident. I am learning new ways to cope like not crying and pinching my ear and using my breathing instead of crying and trying to tell people what is making me upset instead of crying." Young Person, participant, Inclusive Hub.

Pilot 2: Community by Nature Forest School & Residential

Community by Nature's forest school and residential programme successfully combined structure, outdoor learning, and fun. Young people were highly engaged in forest skills, crafts, and especially cooking on open fires, for some, this provided a guaranteed healthy meal.

The highlight was attending residentials, which gave participants a “mini holiday” in a supportive environment. The collaborative planning process empowered young people, ensuring activities matched their interests while promoting teamwork, resilience, and confidence.



Pilot 3: Community by Nature Outreach

Through consistent weekly outreach in Linacre Ward, Community by Nature built trusted relationships with young people and their families. Staff introduced themselves, explained the aims of their work, and signposted opportunities, including links to the Inclusive Hub.

Over time, young people came to look forward to the team's presence and engaged more actively in activities. While some encounters were less successful, overall the outreach increased community connections, strengthened family support, and encouraged sustained participation, fostering civic pride.

“Huge ripple effects were noticed as a result of our outreach work, we increased attendance at Community By Nature and other clubs we signposted to. Local businesses were very pleased with the outreach work and happy with us making contact. People in the community were happy to see us, young people and families, over the weeks built trust and confidence and would come to speak to us. Our visibility in the community was welcomed.” Community By Nature, staff member.

Pilot 4: Ykids Youth Café

The Youth Café pilot created a safe and welcoming evening space for young people in Linacre. Across six themed nights and six gaming café drop-ins, around 85 young people engaged, 9 to 12 years old, with several vulnerable or at risk.

Activities such as jewellery making, Lego Masters, and a rap workshop proved most popular, helping participants build confidence and friendships. The café offered a crucial diversion from unsafe street environments marked by antisocial behaviour and substance misuse. Staff adapted flexibly to support younger children and those with additional needs, including one autistic boy who thrived in the group for the first time.

Parents reported increased confidence and socialisation in their children. One young person, an autistic boy previously homeschooled due to trauma, attended every session after enjoying his first visit. His mother, who had never left him with a group before, was moved to tears by his confidence and sense of belonging. Parents praised the café for boosting confidence and socialisation, while staff noted it offered vital diversion from unsafe streets.

Impact Highlights

A total of **290** expressions of interest were received from **54** different young people with **85** attendances over **12** sessions.

Attendance ranged from **5-16** young people per session with Paint and Cake and Special FX make up being the most popular.





Part 3: Progress in Family Services

Connecting Family Services

The Family Connector role was introduced in the Linacre ward to raise awareness of the local offer and strengthen links between residents and support services, with a particular focus on engaging the most hard to reach families.

Two Family Connectors have now been in post for five months and are actively supporting families across the ward. In time, their work will align with the planned Multi Disciplinary Team (MDT), which will provide an additional layer of support to the families of the area.

Case Study: A Family in Need

A family who recently relocated to the area due to homelessness has faced challenges settling in to the unfamiliar community. The parents and their four children were placed in temporary accommodation after losing their previous home. Initially, they struggled with a lack of knowledge about local services, isolation from their previous community, and difficulties in finding suitable activities for the children outside of school hours.

Key concerns

- Housing stability and access to long term accommodation
- Community connection
- Access to inclusive activities for children

Support

Family Connectors engaged with the parents through regular meetings to build trust and understand their needs. Support focused on linking the family to local community groups and youth services, helping them integrate into the area and develop new social connections.

They were introduced to *The Inclusive Hub*, where the children accessed the HAF (Holiday Activities and Food) programme and weekly evening sessions. Signposting was provided to local hubs, family law advice sessions, and community organisations offering family activities and events.

Since engaging with these services, the children have shown significant improvements in confidence, wellbeing, and social skills. Developing new interests and positive relationships with peers and staff. The parents have expressed a growing sense of belonging in the area and are exploring permanent housing options locally, and transferring the children to nearby schools. Support continues to be provided Special Education Needs (SEN) provision and housing.

The family are now more connected within their community, with increased stability, confidence, and a brighter future in the area.

Early Development Link Workers

The '*Next Chapter in Life*' workstream is designed to give every child in Linacre a strong foundation for lifelong learning by ensuring that families are informed, supported, and connected. We are embedding sustainable, community-driven support systems that address early developmental needs, reduce inequalities, and help children transition successfully into school. This is not just about starting school, it's about transforming the early years' experience across Linacre to ensure all children get the best start in life.

After a tender process Christ Church primary school were given the contracts for the Early Link workers, the jobs are now live and once recruited to posts the roles will follow the same process of induction to the community as the Family connectors. Once inducted we will look at professional development and mapping of need. Link workers will begin to establish Warm Welcome Groups for local parents to foster parent peer-support networks.

Case Study: School Readiness Programme

The Linacre *Summer of School Ready* programme successfully supported children and families in preparing for the transition to nursery and school. Over six weeks, Bootle Library hosted themed sessions on a Thursday morning, such as tiger who came to tea (delivering activities that promote listening, communication, independence, and early learning skills), forest school, library music and fine motor sessions and a graduation celebration gave children opportunities to build confidence, social skills and independence.

Parents were supported to establish new routines and develop their own readiness for their young ones starting school, with enhanced visits and relationship building helping to ease the handover of control and reassure families that staff care as much as they do.

Highlights

141 children attended plus their parents. Most of the session were oversubscribed.

Approx **85 %** children were aged **3-5**, with a few younger or older siblings.



Part 3: Year 2 and Beyond

Working Collectively to Effect Change

Right to Succeed supports communities in areas of high deprivation to work collectively to give children and young people the best start in life.

We do this because we believe every child deserves the right to succeed, no matter where they live. We bring together residents, professionals and decision-makers to co-design a programme that is bespoke to the needs of the local community. We call this way of working *place-based change*.

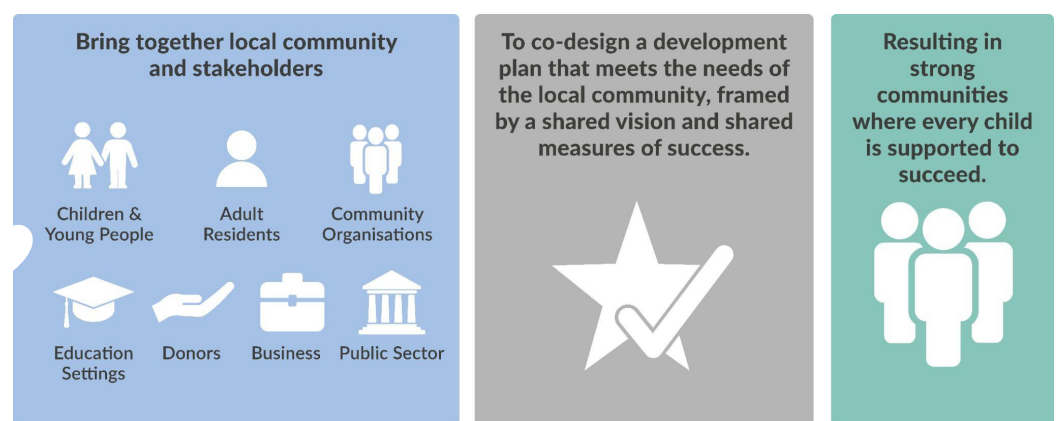
How we Work

Our Theory of Change

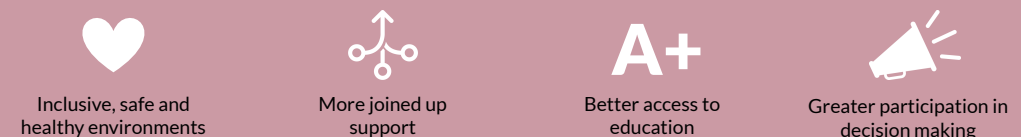
Our Theory of Change sets out the steps that we take in order to effect change.

The target beneficiaries are the children and young people living in the communities

Together with Local Residents, Professionals and Leaders, we:



Our work ultimately benefits children and young people by creating:



Our Approach to Sustainability

Building on our work to date, we've set out what we expect to achieve during the delivery years of our programme and how this builds towards achieving the full ambition, embedding the principles of collective working and locally-led decision making. During year 2 of the Linacre Cradle to Career programme we intend to implement the following:

Overarching Plans

Continuing the momentum and energy of the programme to grow impact	Embedding place-based change principles of collective ambition	Increasing the capacity of individuals and organisations	Continue to learn and evaluate and share that knowledge for continuous improvement	Creating the blueprint and conditions for long-term legacy and sustainability
--	--	--	--	---

Education	Community	Family Services
Early identification of weaker readers and targeted interventions designed to support them to catch up.	Support a comprehensive youth offer starting in September and added to further during the year.	Get an MDT team into place with the Local Authority as soon as possible.
The development across the 8 schools of a common curriculum strand in Personal Social, Health and Citizenship education to address common challenges and create shared language and progression.	Evaluate the seed funds, learn from the successes and challenges and use this to develop them further.	Embed our family connectors and Early Years Link workers into the community and the MDT.
Targeted support for pupils with Social Emotional Mental Health difficulties.	Develop community ownership of Linacre and facilitate collaborative working between the community, the LA, the voluntary sector and Registered Social Landlords.	Improve outcomes for pupils not on track for GLD by providing funding for targeted interventions and training for staff.
The development of shared tools across all 8 schools for wellbeing and internal alternative provision.		Develop a support offer for parents and carers in Linacre that enhances their wellbeing and ability to support child development from 0 to 5.

The strength of Linacre lies in its people, its passion and its partnerships. We are excited to be able to take these next steps. together and see the difference we can make.

Thank you to our Education Partners



Bedford Primary School

- Ruth Braithwaite
- Victoria Fallon
- Elaine Fleming



Christ Church CofE Primary School

- Lynsey Gregory
- Rachel Brook



Hillside High School

- Amanda Ryan
- Steph Wardale



King's Leadership Academy Hawthornes

- Andrea St John
- Peter Kilroy



Our Lady Star of the Sea Catholic Primary School

- Claire Roberts
- Sarah Edey



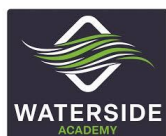
The Salesian Academy of St John Bosco

- Sue Bourgade
- Lindsey Wilson



Thomas Gray Primary School

- Rachel Rimmer



Waterside Academy

- Jason Webb
- Stephanie Larner

Thank you to our Community Partners



Elevate EBP

- Gill Ditchburn



Ykids

- Claire Morgans
- Michelle Cutting
- Gaby Alves



Sefton Council

- Jenny Currie
- Cllr Jim Conalty
- Majella Maguire
- Natalie Howell
- Kimberley Evans
- Jennifer Teasdale
- Thomas Fowler
- Chris White
- Rishtardh Hare
- Deborah Core
- Jacqui Patterson



Sefton Libraries

- Lesley Davies
- Louisa Harrison
- Jane Woodcock



Sefton CVS

- Sharon Cotterall
- Rachel Jones
- Georgia Ribbens



Capacity

- Katie Logan



Prima Group

- John Ghader
- David Curtis



St Leonards

- Debbie Shelley



Community by Nature

- Kate Jameson



Inclusive Hub

- Wendy Haycock

Plus Dane Housing

Plus Dane

- Emma Sneyd
- Jade Morris



Lotus Brook

- Christine Leung



STAR Centre / Venus

- Jean Hodgkinson



Conquer Life

- Paul Melia



MYA

- Gill Bainbridge



Parenting 2000

- Mary Sinclair

Feel Good Health

- Vicki Culley



Kindfulness Coffee / Coffee Club

- Mandy Lewtas
- Justine Hodge



Merseycare

- Helen Pruden
- Helen Moore
- Maria Sumner

Belonging Schools

- Peter Gaul



Public Health

- Margaret Jones

Regenerus

- Ruth Livesey



Early Years

- Louise Cheetham

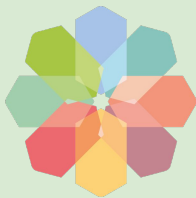


Swan Women's Centre

- Karen Christie

Thank you to our Funders





RIGHT TO
SUCCEED