



RIGHT TO
SUCCEED

Cradle to Career Northwood

Annual Progress Report - Year 3
1 September 2024—31 August 2025



SteveMorgan
FOUNDATION

SHINE★

COMMUNITY
FUND

LIVERPOOL
CITY REGION
COMBINED AUTHORITY

METROMAYOR
LIVERPOOL CITY REGION

BANK OF AMERICA

Contents

About Cradle to Career Northwood	3
Governance	6
A Note from the Chair	7
Working Collectively to Effect Change	8
Our Year in Numbers	9
Part 1: Progress in Education	10
Part 2: Progress in Community and Family Support	19
Part 3: Youth Offer	23
Part 4: Year 4 and beyond	27



About Cradle to Career Northwood

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

Introduction

Cradle to Career puts the people of Northwood 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 Northwood thrives, from cradle to Career.

Our mission is to support Northwood 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

The Programme focuses on two workstreams; education and services.

Education Aims

- **Transition:** Education providers will have a better understanding of **pupil's needs at key transition points**, and **consistent approaches** to support them across settings
- **NEET:** Reduce NEET levels by providing the right interventions for young people, **preventing young people from becoming NEET** by developing a sustainable approach to **early identification** and **targeted support needs**

Services Aims

- **A local youth offer** will be developed with community involvement to ensure **appropriate youth provision** is available for all young people
- **Vulnerable families will be supported** with information, advice and guidance that supports with child development and access to **supportive early help and social services**

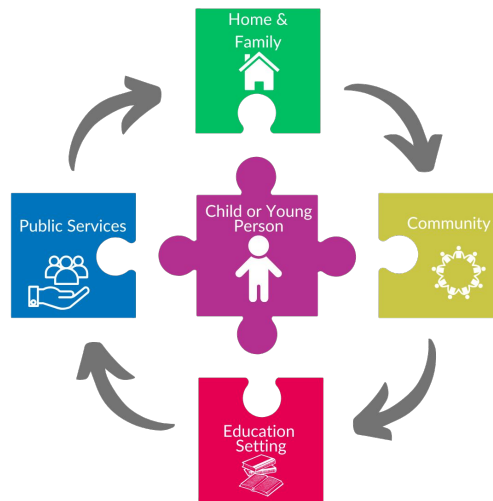
Our Theory of Change

Cradle to Career is:

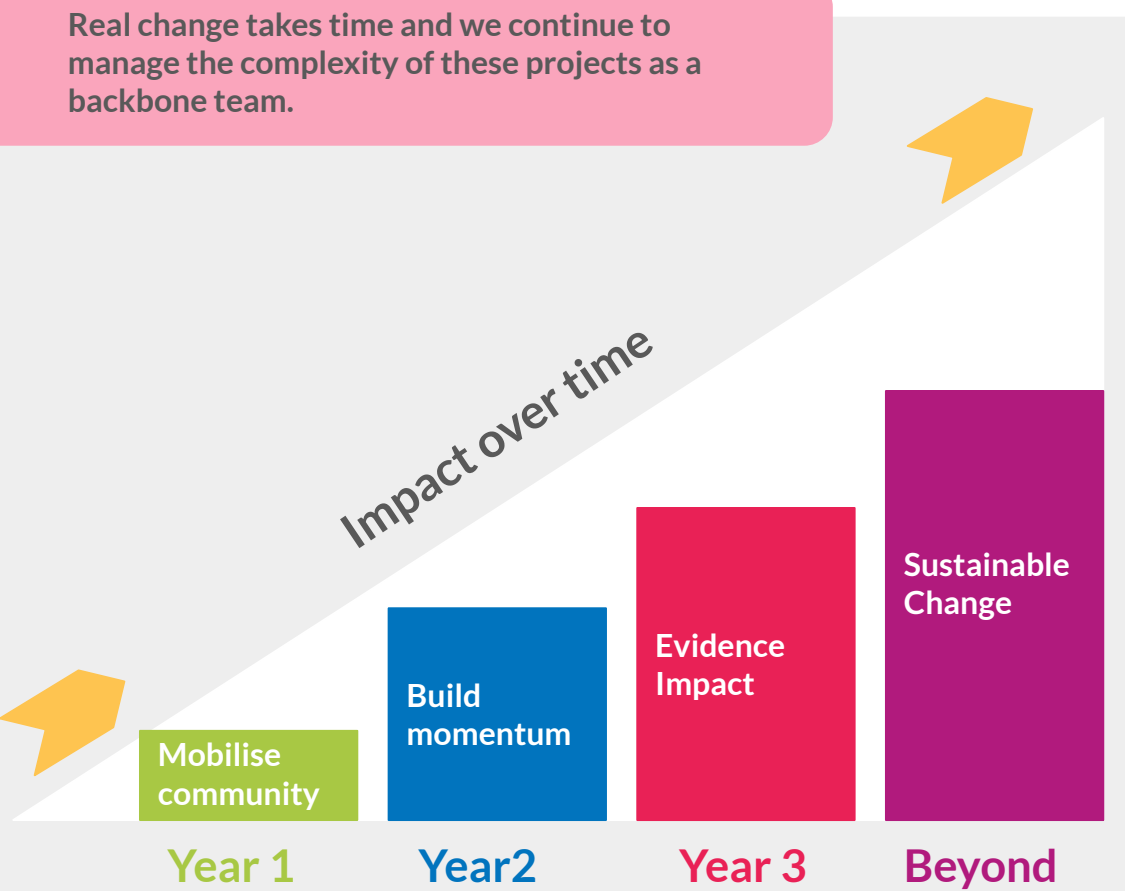
- Informed by a wide range of experiences and perspectives;
- Co-designed by residents, local stakeholders and funders;
- Delivered through a collective approach to ensure maximum impact and sustainability.

To collectively achieve this vision it takes time to build:

- Relationships
- Infrastructure and
- Capacity within the community.



Real change takes time and we continue to manage the complexity of these projects as a backbone team.



Governance

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

The Northwood Steering Group has an independent chair and the membership is made up of 6 representatives which includes the Chairs of the working groups, representatives from the local authority and other local stakeholders and residents working to support young people and their families in Northwood. The purpose of the group is to provide strategic oversight of the programme and feed into the LCR Regional Governance Board.

The Northwood Working Groups meet regularly to discuss and determine the operational activities for the programme. Each participating school has representation on the education working group as well as the LA. All paid youth delivery partners are also represented on the services working group. As well as the youth providers, other members of the services working group include representatives from Knowsley MDT and Family Hubs (LA), Livv Housing, Knowsley Crime and Communities Team, NHS Knowsley and local residents.

Cradle to Career Northwood community in action video: Welcome to Northwood



A note from the Chair - Tom Kelly, Local Resident and Parent



The Northwood Cradle to Career mission is to put the people of Northwood at the heart of education, services and local decision-making - offering effective and consistent support to vulnerable young people as they transition through their lives and it is fantastic to see the progress that has been made over the last three years of the project. The mission of Cradle to Career was very appealing to me - living in Northwood, I see firsthand the challenges young people face and their needs, and I wanted to support a project that was having a positive impact on young people's lives.

This support comes in many forms, including education, seeking opportunities for further education or employment, giving advice and guidance to vulnerable families, and developing local youth offers. This holistic approach gives young people the best opportunity to succeed in life.

A significant highlight for me this year is that we have reached over **1,3000** young people through either education support or the local youth offer, and I know their lives are better for this support. Other highlights from this year include:

- Education outcomes have shown that, at a full cohort level, children and young people's reading ability is increasing, inching closer to the national average. I am confident this trend will continue to improve.
- Over the summer, we partnered with local trusted organizations to deliver four large family trips, allowing **841** local people to experience something new. The community's response was overwhelming, and many were able to experience family time they might not have had without the Cradle to Career partnership.
- **£20,000** has been distributed to local residents and grassroots organizations through the 'seed fund project,' funding **23 pilot** community projects (ranging from small groups to large events).

These are just some of the highlights; there are many more in this report which I hope you enjoy reading. For the next steps, it is crucial that we continue to build on the work that has already been done and harness the local assets and resources that are developing as part of the Cradle to Career programme. We also need to secure more investment and support beyond year three to embed the changes we are starting to see and make this project sustainable so we can truly have a lasting impact on the young people across Northwood, from cradle to career.

Working Collectively to Effect Change

Together with our partners we design and enable positive change for children and their families.

No single organisation can solve the problem of an unfair system on their own – but by working together towards shared goals, we can.

We believe that the best way to overcome the most prevalent challenges facing children and young people is to bring together the residents, professionals and leaders that live in and/or serve the community and apply a collective impact approach to creating change. The five conditions of collective impact are:



Common Agenda: making sure everyone agrees on what is important, and they are working towards achieving the same aim.

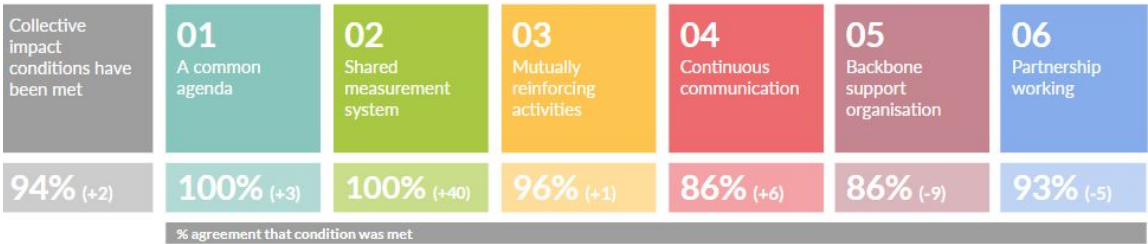
Shared Measurement System: helping everyone monitor and track good results and success so we can have a shared understanding of what success means

Mutually Reinforcing Activities: making sure that all different activities on offer are designed to work together, so that they can improve what's available for everyone

Continuous Communication: building good working relationships and talking more openly and regularly together

Backbone Support Organisation: one team that keeps track of the project, and makes sure everyone has the training and support that they need. Right to Succeed act as the backbone organisation when projects are in their first few years of delivery with the aim of a local, sustainable team becoming the backbone support in the long term.

We survey our stakeholders annually to monitor the development of collective impact in the areas we serve. This survey takes the conditions of collective working and asks members of the steering group and working groups to say whether they feel these conditions are currently being met. Respondents were asked whether they agreed with a number of statements related to the conditions. The overall agreement ratings for the respondents are shown below and compared to the agreement in Summer 2024. There is greater agreement among respondents that collective impact conditions have been met in Summer 2025 than in Summer 2024. Our governance groups are constantly evolving and we continue to work closely with all stakeholders to develop the conditions of collective impact.



Some key feedback and suggestions to build collective impact in Northwood are noted below and we will seek to respond to this in Year 4.

Common Agenda:

“Consistent partners attending the relevant steering groups...staying connected and communicating with one another is essential”

Shared Measurement Framework:

“Only through ownership of the key indicators, does this truly become meaningful”

Mutually Reinforcing Activities:

“I think sometimes there needs to be more communication and information shared, the likes of a WhatsApp group to share all upcoming activities or a ‘What’s On Guide’ we can use to share the information”

Continuous Communication:

“monthly briefing / ebulletin? just the headlines in a bullet form?”

Backbone Support:

“Demonstrate how the model could be sustainable once funding is withdrawn.”

Partnership Impact:

“I honestly think that the partnership working across Northwood has improved massively, and the community see the benefit, we are in a much more collaborative space now, the challenge is building on that so that organisations do not retreat back into their silos”



Our Year in Numbers

3,078

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

1,387

children & young people received or accessed interventions

1,090

Adult residents engaged

290

Practitioners trained

29

Partner organisations worked with

15

Practitioners engaged in other way



Part 1: Progress in Education

Education Aims

- Transition: Education providers will have a better understanding of *pupil's needs at key transition points*, and *consistent approaches to support* them across settings
- NEET: Reduce NEET levels by providing the right interventions for young people, *preventing young people from becoming NEET* by developing a sustainable approach to *early identification* and targeted support needs.

To support transition, the school-based projects and collective projects throughout this year have focused on understanding pupil needs and implementing appropriate support around the following themes:

- Literacy
- Social, Emotional and Mental Health (SEMH)
- Speech, Language and Communication (SLCN)

Across these three themes, Special Educational Needs (SEN) and school attendance have also been an area of focus because they have been identified as indicators for successful outcomes within these themes which have featured in many of the school-based projects. .

Watch our interview with Northwood Community Primary on Writing Interventions



Literacy

Literacy is a gateway to academic achievement and has a significant influence on adulthood outcomes from future earning potential to health and wellbeing.

Literacy was identified as an emerging theme in Northwood during Discovery, with children in Northwood leaving primary school with lower than expected attainment and this gap widening by the end of Key Stage 4. Literacy, and specifically reading, continued to be a key priority focus area for the schools following the initial baseline GL reading assessments and staff literacy survey outcomes.

Partner schools have been designing and delivering school-based projects to meet the literacy needs of their pupils and to share best practice with the education working group. Projects have included:

- Accelerated reader with book vending machine
- Home scheme reading support
- Reading Interventions for SEND pupils and oracy project for all pupils

Primary and secondary literacy leads were also provided with training support from Alexandra Park Research School, focusing on EEF implementation planning for literacy development. **100%** of the Literacy Leads who attended the training said it would support their practice in school.

“It was good to talk to others from different schools about programs and interventions they use”

Ellis Kilfoyle from Bluebell Park School on implementation training

Cradle to Career Northwood Community Primary Pupils video: Reading and Wellbeing Interventions



Reading ability at KS2 and KS3 outcomes

nb: 6 SAS points = to ½ a GCSE grade progress

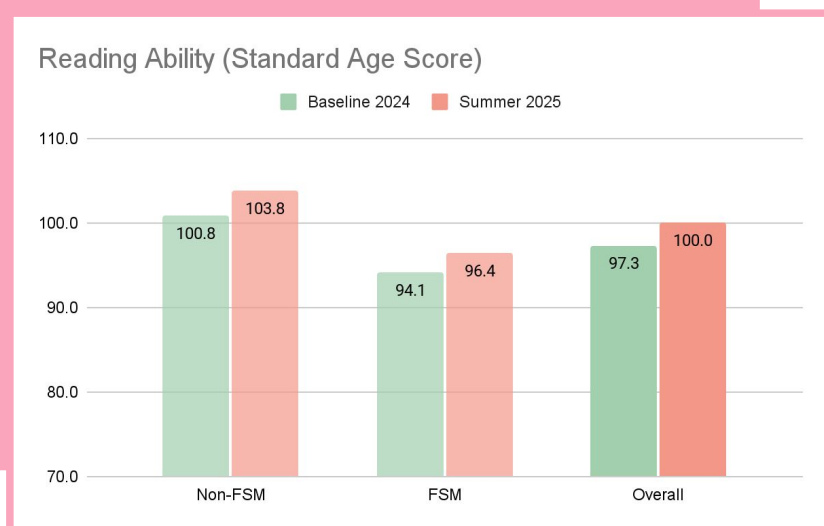
Year 1 (2022-2023)

Improvement in lowest ability reader's SAS scores (reading ability) from 75 to 80 (increase of 5)

Year 2 (2023-2024)

Improvement in lowest ability reader's SAS scores (reading ability) from 74 to 79 (increase of 5)

Year 3 (2024-2025)



+2.7 increase in average SAS for full cohort (positive progress)

-0.7 disadvantage gap

Literacy Case Study

Read Write Inc. and Oxford Reading Tree St Marie's Catholic Primary School

St Marie's implemented a new home reading scheme built around Read, Write, Inc phonics books and Oxford Reading Tree texts, to ensure pupils had decodable and engaging texts at the right level. The school delivered CPD for staff, information sessions for parents and introduced a new reading log.

Home-school reading communication was strengthened with the introduction of a new home reading tracking system alongside regular family reading events such as 'Stay and Read' sessions.

The Project Aimed to:

- Increase engagement and consistency in home reading
- Strengthen parental involvement in reading development
- Ensure pupils had access to appropriately pitched, high-quality texts
- Improve tracking of reading to inform teaching and intervention.

The school reported the following end of year quantitative and qualitative outcomes:

- Increase in proportion of pupils reading at home at **least four times per week.**
- **Improved fluency and comprehension** scores across KS1 and lower KS2.
- Greater parental attendance at "Stay and Read" sessions (average of **25-30 parents per session** compared to 10-12 previously)
- Pupils report **enjoying the new books more** because they are matched to their reading ability and interests.
- **Parents have expressed appreciation** for the clearer guidance and support in helping their children.
- **Staff feel more confident** in monitoring and encouraging reading, with improved systems in place for tracking
- Staff noted **greater consistency and higher expectations** around reading across the school.

"The new books are much better suited to my child, and I feel I can really help at home now." Parent

"I love bringing my new reading book home - it feels like I can read it all by myself." Pupil

Project Reflection from Cradle to Career School Lead

Helen Rimmer, C2C Project Lead @ St Marie's Catholic Primary School

The project has been highly successful in strengthening the culture of reading at St. Marie's. Engagement, consistency, and parental partnership have all improved. The key learning is that investment in high-quality, structured resources, combined with strong parental involvement, can make a sustained impact.

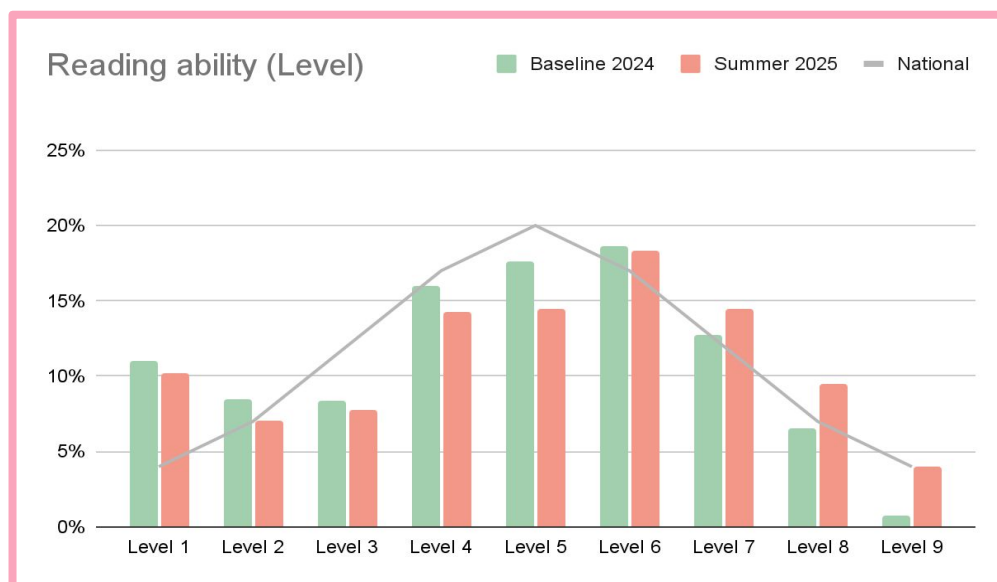
Reading has become a more visible and celebrated part of school life. Staff now share consistent expectations around home reading, and parents have become more engaged partners. The culture of reading for pleasure and progress is stronger - we recently received a Gold Award from the Reading Quality Mark.

Initial challenges included ensuring staff were confident in using the new resources and that parents understood how to support reading at home. We addressed this through staff CPD, parent information sessions, and clear communication via newsletters and workshops.

We will continue embedding the scheme, expand family reading events, and build a broader library of texts for greater variety. We also plan to strengthen links with the local library and introduce pupil reading ambassadors.

Annual Whole Cohort Progress 2024-2025

-11% decrease in lowest ability readers (level 1 and 2)



85% increase in highest ability readers (level 8 and 9)

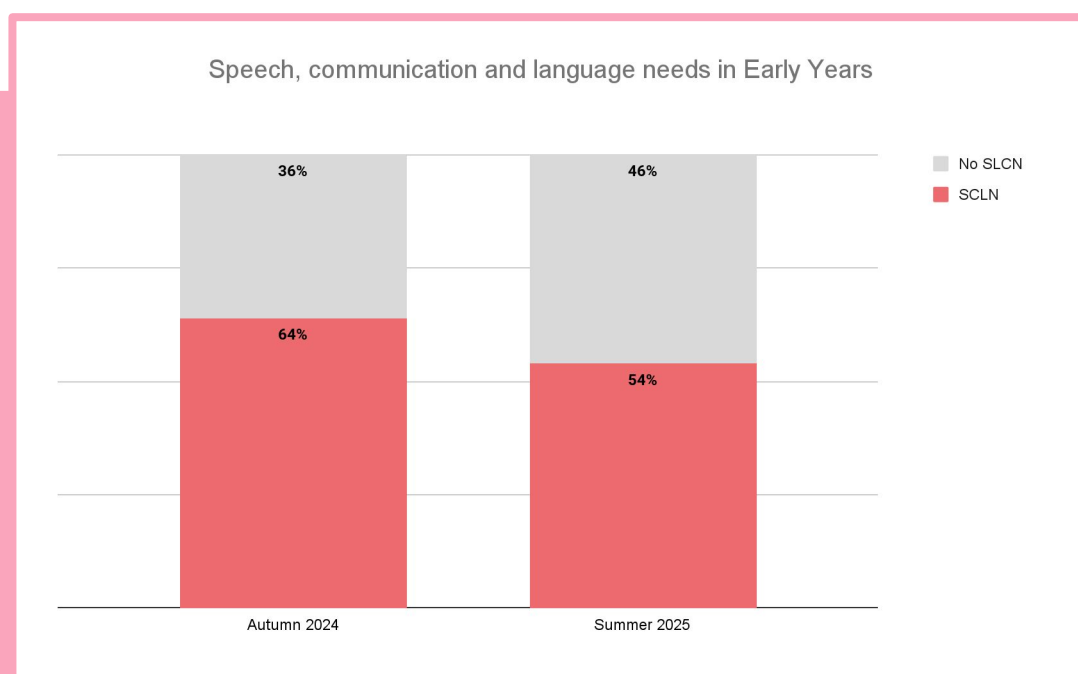
Speech, Language and Communication

Year 3 (2024-2025)

Recognising the importance of identifying pupils with speech and language needs and ensuring effective support is in place for this, remains a key priority in our work with schools. In year 3, we continued to analyse Wellcomm assessment data at Early Years Foundation Stage 1 and 2 to enable practitioners to identify pupils with speech and language needs and provide targeted activities via the 'Big Book of Ideas' to support these.

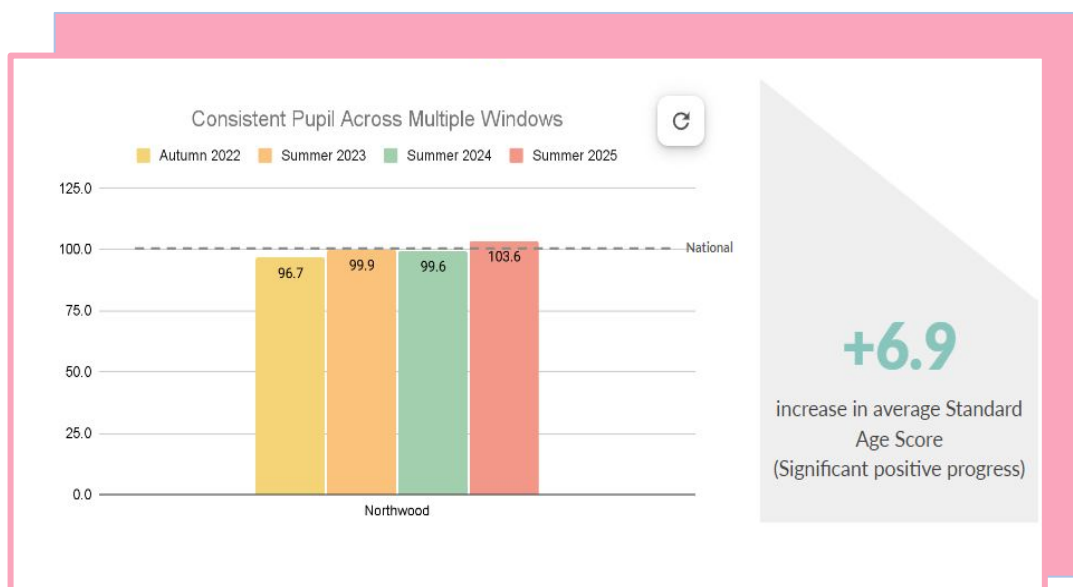
We also continued to work with Speech and Language UK to build on the training provided in year 2 for Key Stage 3 staff concerning the increased capacity for speech and language support. This included delivering collective training for schools to deliver Key Stage 3 Talk Boost intervention, alongside school consultation support to help them embed their universal practice.

Our aim regarding speech and language is to help develop practitioners' knowledge, understanding and ability to effectively identify and address the current needs of their pupils to reduce this level of need as they progress through the key stages.



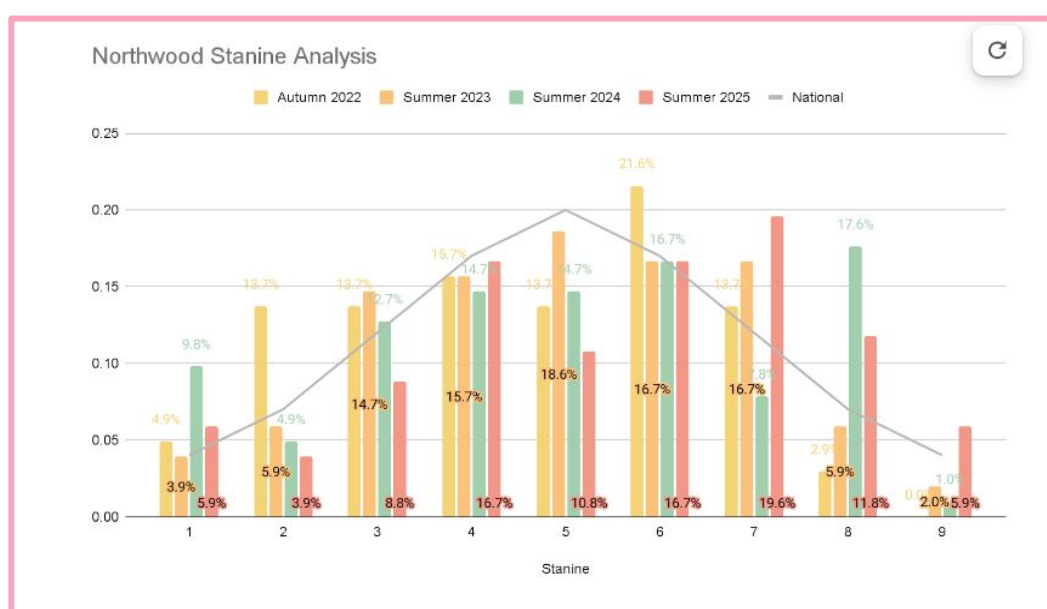
-10ppt decrease in the proportion of Early Years children with moderate or severe speech and language needs

Three Years of Progress



Reading scores for those that have been on the programme over the three years have improved steadily over time. The average score increased from 96.7 in Autumn 2022 to 103.6 in Summer 2025, a rise of 6.9 points. This is equivalent to over half a GCSE grade improvement over the three years and demonstrates consistent progress across all assessment windows to bring pupils in line with national average.

Reading levels have improved from Autumn 2022 to Summer 2025. The number of pupils in the lowest reading bands (stanines 1 and 2) has dropped, showing fewer children are struggling with reading. At the same time, the number of highest ability readers (stanines 8 and 9) has increased, with more pupils now achieving at the top end. Overall, the results show positive progress, with steady improvement across all ability levels and a clear shift toward stronger reading performance.



Over three years, both FSM and non-FSM pupils have shown steady improvement in reading ability.. Non-FSM pupils' average SAS rose from 99.9 in Autumn 2022 to 105.9 in Summer 2025, an increase of 6 SAS points. FSM pupils also made strong progress, rising from 94.6 to 102.0, a gain of 7.4 SAS points. As a result, the disadvantage gap narrowed from 5.3 to 3.9 SAS points, showing that disadvantaged pupils are making faster progress and closing the gap with their peers.



Social, Emotional & Mental Health (SEMH)

Social, emotional and mental health remained a focus into year 3. Whilst this has been a focus in itself, the working group also recognised the impact that SEMH needs can have on pupils' well-being and other project areas, such as literacy progress and risk of NEET. Considering the impact SEMH needs can have on pupils' attendance, focus and motivation to access school and learning, partner schools designed school-based and collective projects.

Three of our schools have been designing and delivering school-based projects to meet the SEMH needs of their pupils and to share best practice with the education working group. Following on from the two schools who adopted this last year, our other primary school decided to implement 'My Happy Mind' which is a whole school approach to supporting mental health and wellbeing by providing structures and routines. The other two focused on developing outdoor spaces, with a focus on sensory integration and general well-being. In addition to this, all schools were offered the opportunity to work with Rise Education Service Ltd who provided targeted support to year 5 and 6 pupils identified with SEMH needs and training to secondary school staff around the areas of most concern related to SEMH in each school.

"A sensory integration plan was put in place which included time outdoors with sensory integration equipment to help him regulate. Following these interventions he is much more able to engage with class based activities and is showing greater progress."

Kathryn Bracken - BlueBell Park School

'Children have become much more resilient, celebrate each other's achievements and motivation and engagement to learn is high'

Calvin Wilkinson- Deputy Headteacher @ Northwood Primary School

Not in Education, Employment or Training

For the two secondary schools on the programme, NEET rates amongst Northwood-based school leavers dropped by 3 percentage points from 7% in 2023 to 4% in 2024. This drop in NEET was not mirrored for school-leavers that were based outside of the ward. There are various factors that influence this measure but to support the reduction of NEET objective, the school-based projects and collective projects throughout this year have focused on three priorities:

- Embed systems to enable early identification of students at risk of becoming NEET from year 7 (age 11) upwards
- Utilise early identification, developing targeted support for students at risk of becoming NEET
- Create a consistent system for collating and understanding post-16 data at student level; tracking destinations and sharing data to ensure targeted support for post-16 NEET students

Ward Analysis



Northwood video: The Power of Apprenticeships All Saints Catholic High School



Our partner schools used the Risk Of NEET Indicators (RONI) tool to identify appropriate, targeted interventions for their most at risk students to be delivered in-house. The most prolific indicators on becoming NEET remain:

- Poor attendance or engagement
- Known Mental Health Issues
- SEND

Both mainstream secondary schools opted to focus on wraparound careers support for 'at risk' pupils in Years 7-11 to enable them to make informed choices about their futures. The additional personalised support for pupils has included parental engagement work to support attendance, resilience building, wellbeing work and careers advice.

NEET: 'Aidan's' Story

Aidan is a year 10 student, attending Kirkby High school he has 100% attendance but his classroom engagement is often low. He struggles to focus in class and finds it difficult to motivate himself.

During initial conversations with careers support staff, Aidan identified that he is interested in a career that involves helping people, possibly within medicine. Since being assigned a Careers Advisor Aidan has been provided with targeted support to:

- raise aspirations
- boost motivation and engagement
- provide impartial advice to help ensure a positive and informed transition into further education.

Specific goals were set for the Aidan, including maintaining a 100% attendance at school which was achieved. The Careers Advisor was also able to secure a two-day residential placement for Aidan at Liverpool John Moores University.

Through the 1-1 targeted careers support provided, Aidan has increased his engagement during school time, has developed an increased awareness of careers and life after school and has developed positive relationships.

"I like talking about careers and what things I could do when I leave school. I'm made up I won a place on the residential in Liverpool University and think this is somewhere I'd definitely like to go"

'Aidan', Kirkby High School

A young boy with short brown hair and black-rimmed glasses is smiling slightly. He is wearing a dark school blazer over a light blue collared shirt and a dark tie. He is sitting in a library or bookstore, with bookshelves filled with books visible in the background. A pink diagonal graphic element is in the top right corner.

“It’s helped me read in front of the class in English and Science and every other subject that I read in”

Kai, Year 8 student All Saints Catholic High School



Part 2: Community & Family Support

Community and Family Support

This year saw major growth in community and family engagement across Northwood, with strong resident involvement in shaping and delivering opportunities. The focus remained on strengthening connections, reducing isolation, and creating moments of shared joy and bonding through inclusive, low-cost activities.

Explore & More Trips

The Explore & More trips were designed to remove financial and logistical barriers for families, making shared experiences possible for households who might otherwise miss out. Delivered in partnership with local organisations, each trip included free transport, packed lunches, and additional SEND support, ensuring access for all. We worked with the Northwood MDT to ensure families known to the team were supported to take up the offer. This offer included:

Chester Zoo (Northwood Community Centre)

238 attendees (94 adults, 144 children, 25 with SEND/additional needs). Families gave an average rating of 8-10/10, describing the day as *"a memory that will stay with us forever."*

Blackpool (Northwood Community Centre)

203 attendees (89 adults, 124 children, 11 with SEND/additional needs). Families rated the trip 9-10/10 and commented: *"As a family of 7 the price is usually out of our range - this gave us a chance to make memories together."*

Gulliver's World (Centre 63)

197 attendees (94 adults, 103 children, 22 with SEND/additional needs). Average 10/10 rating, with parents sharing that the day *"helped our son with autism take part in something he wouldn't normally manage."*

Flip Out (Centre 63)

54 attendees across 18 families. Parents called it *"a brilliant break from everyday stresses"* and *"amazing quality time together."*

SEND provision included quiet buses and tailored support, which families consistently praised. MDT follow-up work identified reasons for occasional non-attendance - anxiety, last-minute family issues, or low accountability linked to free access - and spare tickets were reallocated wherever possible.



SEED Fund

The Northwood Seed Fund distributed £23,500 across 23 resident-led projects between Summer and Autumn 2025. Grants supported ideas that improved wellbeing, connection and opportunity for local people.

The transparent, community-based panel approved 22 of 23 applications, with flexibility around governance allowing unconstituted groups to apply. This opened the door for smaller, emerging initiatives and encouraged collaboration between neighbours.

Projects ranged from sports, arts, and environmental activities to small social groups tackling isolation. Informal partnership working also grew - for example, Volair lent stage blocks to Northwood Chapel, while Centre 63 supported others with event planning and safeguarding guidance.

Participants reported increased confidence, stronger community ties, and a clearer sense that their ideas could shape change locally.

New targeted wellbeing offer: Trinity Wellness CIC

The Working Group commissioned Trinity Wellness CIC to pilot a 'Summer Wellbeing for Mums' project - a six-week programme offering gentle fitness, mindfulness, and peer connection. Children were welcomed, with a dedicated Childcare Wellbeing Practitioner supporting them during sessions.

- Reached 8 mums and 12 children
- 2-5 families attended each week
- Free breakfast/snacks reduced barriers to participation
- Childcare made attendance feasible for parents who otherwise couldn't join

"It helped me feel grounded, gave me a sense of purpose for the day and week ahead."

"It was a safe haven, a place to escape (even with the kids) from the madness of summer holidays."

The group fostered new friendships that have continued informally, and Trinity plans to run an expanded version next year with earlier coordination alongside wider community activity.



Seasonal Partnership Events



During the course of the year, we worked with local partners to deliver events available for local residents. These events provided opportunities for residents to meet service providers, to build trust, relationships and support with any live issues.

We hosted a Winter Warmer Event and an Easter Fun Day which together reached over 245 local residents and involved 26 partners.

Case Study: Northwood Winter Warmer

The Northwood Winter Warmer, held in November 2024, brought together over 19 partner organisations to support residents through the colder months. Hosted at Northwood Community Centre, the event offered warm food, advice, craft activities, and youth sessions throughout the day.

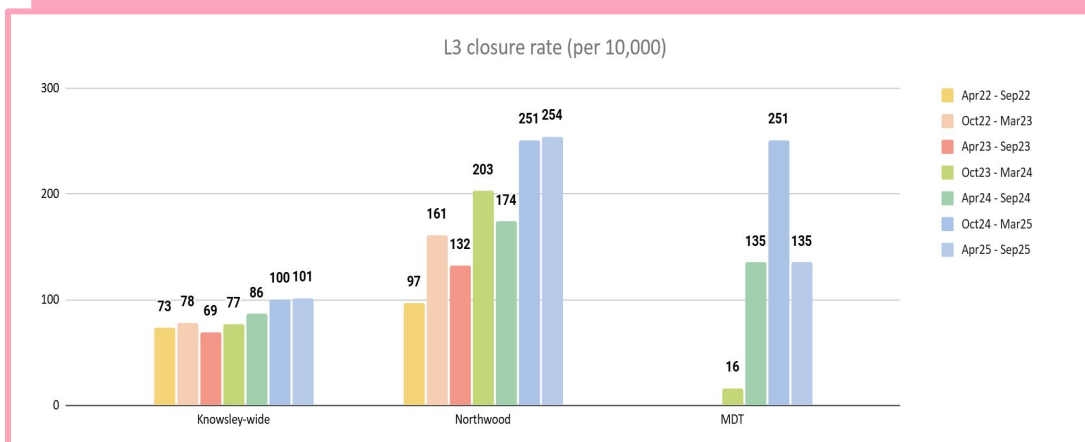
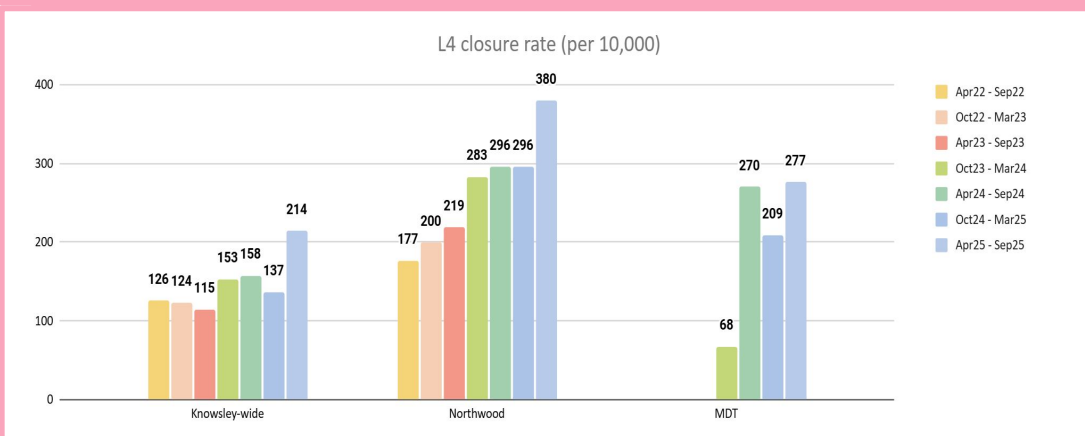
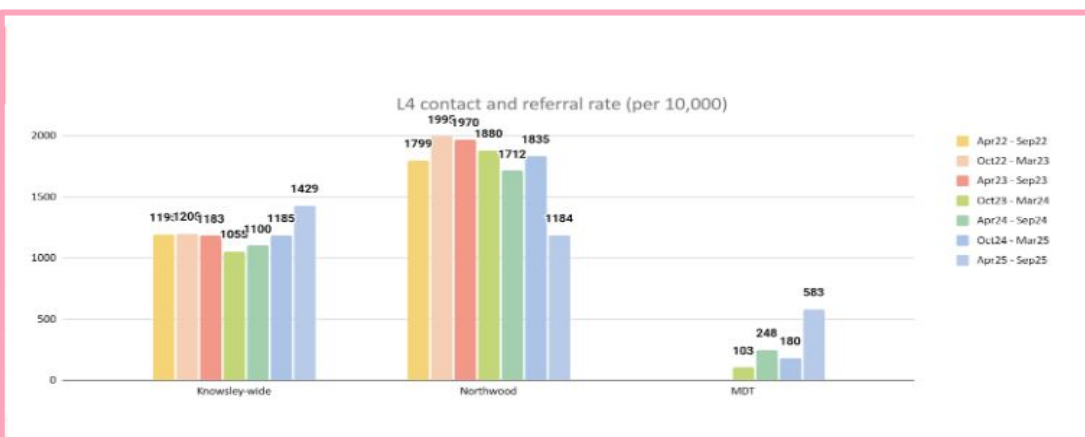
Partners included Family Hubs, Livv Housing, CAB, Volair, Healthy Knowsley, and local community groups. Sessions ranged from slow-cooker demonstrations and baby-parent activities to fuel-poverty advice and youth sport. A raffle supported by local businesses added a sense of celebration.

Careful planning ensured accessibility and safety - including a red-lanyard opt-out for filming, named safeguarding leads, and coordinated footfall tracking. Partners described the day as *"a standout example of collaboration in action."*



Northwood Multidisciplinary Team

The rate of **L4 contacts and referrals for Knowsley** has been fairly stable over time, however, the most recent data shows an increase in the number of contacts and referrals. In comparison, **Northwood's contact and referral rate followed a similar pattern** overall - remaining steady- but in the **latest data, there has been a sharp decrease**. For the MDT team, contacts and referrals have increased in the most recent period possibly due to an expansion of resources within the team. The **Level 4 social care closure rate for Knowsley** remained fairly stable until the most recent period when it experienced an increase. In comparison, the **MDT and Northwood teams have shown steady growth in closure numbers** over time possibly due to **cases being resolved at a faster rate compared with Knowsley** as a whole. In support of this argument, the **proportion of L4 cases lasting fewer than six months in MDT** has been much higher than Knowsley since becoming operational. This is echoed for **L3 case closures** with Northwood and MDT being higher than Knowsley-wide.



As this is a new data set that we started collecting in 2024, we have been working with Knowsley Council and the MDT on refining the definitions of the metrics, the populations used to calculate the rates, and the ways in which we can interpret the results. Changes to analysis have meant that some of the historical figures have changed since Sept24. All figures in this current report are accurate to what the Council have provided.

Family Connectors

Family Connectors, embedded within the **Multidisciplinary Team** at The Northwood Family Hub @ The Pride Centre, provide early help and strengthened trust with families. From working closely with the community, Family Connectors have identified key challenges affecting Northwood families to be living conditions, digital exclusion and health inequalities particularly mental health issues and SEND.

“By showing up consistently, listening without judgment, and being supportive where I can, I’ve been able to start earning the trust of local groups – and that trust is the foundation for meaningful collaboration and community-led change.”

Northwood Family Connector

JA and Family Case Study

Context of referral

JA faced significant social isolation and limited support during the day while caring for her infant son. They had physical and mental health challenges, particularly social anxiety, which would limit their ability to engage with others or attend community spaces independently. JA was living with their mother, who was the only source of support, and expressed having no peers with children of a similar age.

Family Connector Key Actions

- In-depth telephone conversation to understand circumstances, strengths, and needs.
- A face-to-face meeting was arranged for the following day, with encouragement for JA to bring their mum for emotional support.
- Community Referral – Trinity Wellness Mother & Toddler Group
- Additional Engagement – self-enrollment to Trinity Wellness Health Class
- Referred for social opportunity – Cradle to Career ‘Explore & More’ trip

Outcomes and Feedback

- JA reported feeling welcomed, safe, and included in the groups they attended.
- JA’s son responded positively to the group environment.
- JA expressed excitement about returning to both the Health Class and the Toddler Group.
- The Chester Zoo ‘Explore & More’ trip was a joyful experience for both JA and son, contributing to their overall sense of wellbeing and inclusion.

Next Steps / Ongoing Support

- Continued attendance at Trinity Wellness groups.
- Regular check-ins to monitor progress and identify any future needs.

Summary

This case demonstrates the value of timely, person-centred support and strong community partnerships in tackling social isolation. Through coordinated efforts across Cradle to Career projects and partners, JA has begun to build confidence, reduce isolation, and access meaningful, community-based opportunities.



“People used to talk about what’s wrong in Northwood, now they talk about what’s strong in Northwood”
Ian McBrias, Northwood Resident



Part 3: Youth Offer

Youth Offer

Across 2024-25, delivery in Northwood has focused on embedding a consistent and youth-led offer through two complementary strands: centre-based youth clubs that build belonging and skills, and detached sessions that meet young people in community spaces, supporting safety and engagement. Provision was led by Vibe (Youth Hub and Detached Youth Bus) and Centre 63 (Friday Youth Club), supported by partners including Youth Empower CIC, MakoCreate, Altru Drama, Zuntold Counselling, St Helens RFC and the Ava White Foundation.

These partners have reached:

- **Vibe Youth Hub: 1,292 attendances (monthly range c. 73-149)**
- **Vibe Detached / Youth Bus: around 743 engagements with young people in the community**
- **Centre 63 Youth Club: 1,147 attendances (monthly range c. 66-184)**



Both hub settings report stronger retention where staffing has remained consistent and the spaces feel clearly “theirs”. Young people describe the clubs as places they can “be themselves”, see friends, and talk to trusted adults. At Centre 63, older attendees have begun supporting younger ones, while Vibe’s youth hub team have co-developed group norms with participants to build ownership and pride in the space.

Open sessions embedded short, themed activities on hygiene and self-care (with take-home packs), healthy relationships and sexual health, smoke-free education, online safety, and knife-crime awareness. Two bleed-kits were installed at Centre 63 following training with the Ava White Foundation. Zuntold provided rapid-access counselling within seven days for those needing one-to-one support.

Creative pathways have been central to re-engaging young people. Youth Empower's DJ workshops became a flagship activity, with regular weekly participants learning technical mixing, performance and event planning. MakoCreate sessions introduced digital art and 3D design, while Altru and Kitchen Sink Live used drama and performance to build confidence and communication. Participants increasingly shaped the programme themselves - running glitter-tattoo stalls, organising club clean-ups, and contributing to a youth-led short film on aspirations.

Detached youth work used the Vibe Youth Bus and on-foot sessions around McDonald's, Eddie McCardle Fields and Old Rough Park. Sessions combined sports and gaming with conversations on risk-taking and anti-social behaviour. Partnerships with Community Safety Officers and the local McDonald's team are reported by partners to have improved engagement and fewer issues at known hotspots, while visibility and consistency have improved trust between young people, residents, and professionals.

Case Study: KM - Finding Belonging and Confidence Through Centre 63

KM, 14, was referred to Centre 63 by her mum, who described her as shy, isolated and struggling with school attendance. KM rarely left her bedroom and had few friends. On joining the Friday Youth Club, she initially stayed apart from her peers and spoke mainly to staff. Over time, through consistent support and a welcoming environment, she began to participate more - first joining in craft and wellbeing activities, then leading small group sessions.

With encouragement from youth workers and her new friends, KM's confidence grew markedly. She now attends school regularly, supported by an agreement with her mum that rewards attendance with her weekly youth club visit. KM has become a positive role model within the group, helping others to engage and taking on small volunteering tasks at sessions. Her mum has said she sees *"a completely different child - more sociable, happy and motivated"*.

Centre 63 staff describe KM as an example of how a consistent, nurturing youth space can rebuild young people's confidence, relationships, and sense of belonging - key building blocks for wider participation in education and community life.



Case Study: Youth Empower CIC - Growing Skills, Confidence and Local Capacity

Youth Empower CIC, a Northwood-based community interest company, began its partnership with Right to Succeed in 2024 through a pilot series of DJ workshops for young people aged 11-16. The sessions quickly became a highlight of the youth offer, combining music technology, creativity, and teamwork to engage those who were otherwise at risk of disengagement.

Building on the success of that pilot, Youth Empower developed its organisational capacity over the past year - expanding its team, strengthening partnerships with Vibe and Northwood Community Centre, and successfully securing funding to extend its “Next Level Sessions” DJ programme. These now run as an integrated strand within Vibe’s weekly youth hub, adding an extra hour of delivery each week.

Around 15 young people attend regularly. Participants have progressed from basic beat matching to live mixing and mini-performances, supporting one another as peer mentors. One participant who previously struggled with school behaviour now arrives early to set up equipment and support others; another, initially quiet and withdrawn, found confidence through singing along and experimenting with effects. The sessions have provided a creative, structured outlet that young people describe as *“the best part of the week”*.

Through this partnership, Youth Empower has grown not only its reach but also its role as a trusted local provider - demonstrating how grassroots organisations can scale up, share expertise, and contribute to a coordinated community-wide youth offer.





YOUR
NORTHWOOD

Part 4: Year 4 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*.

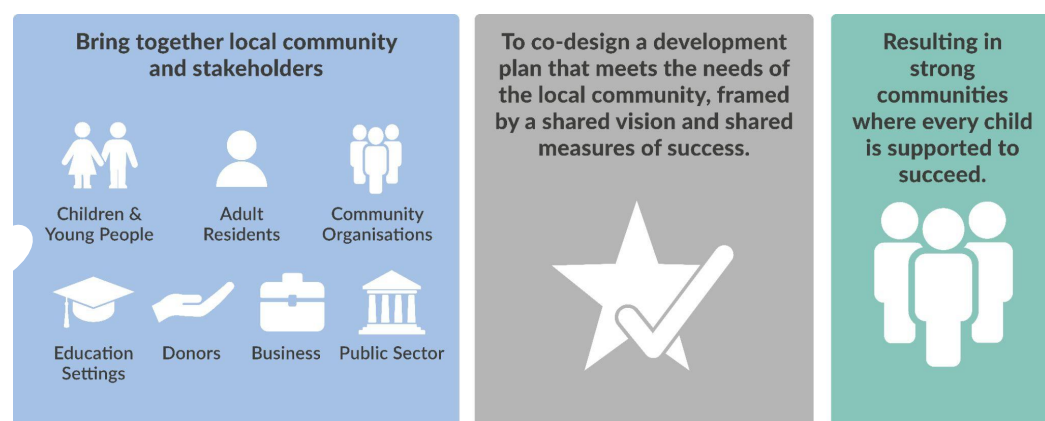
How we work

Our Theory of Change

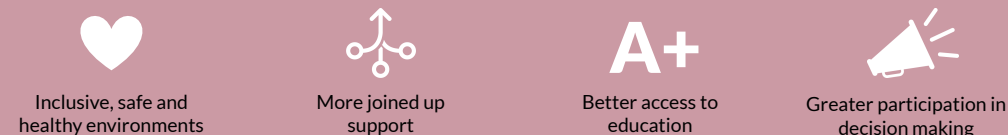
Our Theory of Change sets out the steps that we take in order to effect change.

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:

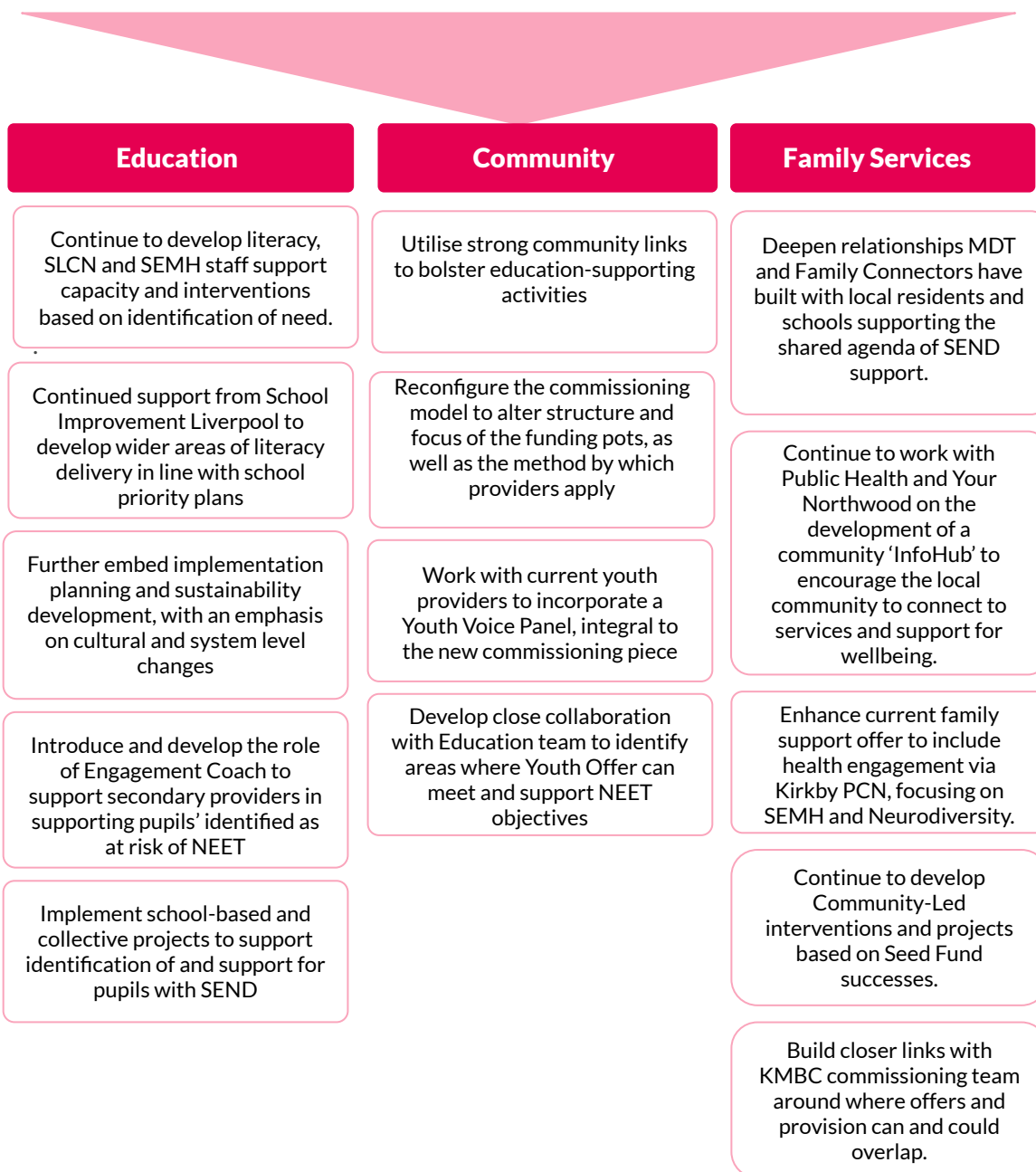


Our approach to sustainability

Building on our work to date, and working towards achieving the full ambition of Cradle to Career embedding the principles of collective working and locally-led decision making. During year 4 we intend to:

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
--	--	--	--	---

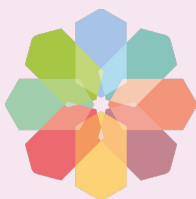


Thank you to our partners



Thank you to our funders





RIGHT TO
SUCCEED