

Craigmillar Literacy Trust

Strategic Plan 2026-2029

June 2026



Contents

Executive Summary.....	3
Our Vision.....	4
Organisational Pillars	5
Governance and Organisational Sustainability.....	5
Strategies, Impact, and Indicators	7
Goal 1: Early literacy for babies and young children	7
Goal 2: Literacy for children (4-12)	9
Goal 3: Literacy for young people (ages 12-16)	11
Goal 4: Parental Literacy	12
Goal 5: Adult Literacy	13
Goal 6: Community literacy hub and visibility	14
Partnership and collaboration	16
Timelines and milestones	18
Monitoring and evaluation	19
Social media and communications	21
Implementation and Review.....	24
Implementation date	24
Review date.....	24

Executive Summary

Craigmillar Literacy Trust has been at the heart of community literacy in Greater Craigmillar since 1998. Our vision is that every person is empowered through literacy, and our mission is to provide high-quality, inclusive programmes that support babies, children, young people, parents, carers, and adults to thrive.

We work in a diverse community with many strengths, but also significant challenges including poverty, health inequalities, and lower educational attainment. Our approach is rights-based, relationship-focused, and rooted in collaboration with families, schools, health services, libraries, and community organisations.

Over the next three years, our strategy focuses on one organisational pillar and six programme goals:

- **Governance & Sustainability (Pillar):** Strengthen governance, financial sustainability, and management structures to ensure long-term resilience and accountability.
- **Early Literacy (Goal 1):** Deliver Craigmillar Books for Babies with universal and targeted family support to ensure babies and young children have the best start in life.
- **Children's Literacy (Goal 2):** Deliver Craigmillar Stories for Sharing programmes for children from ages 4–12, building skills, creativity, confidence and family literacy.
- **Young People's Literacy (Goal 3):** Empower young people aged 12–16 through Express Yourself! co-produced creative programmes that strengthen identity and resilience.
- **Parental Literacy (Goal 4):** Support parents and carers to develop confidence, skills, and networks that enhance children's learning and wellbeing.
- **Adult Literacy (Goal 5):** Explore and deliver new approaches to adult literacy, ensuring individuals feel empowered, connected, and supported.
- **Community Literacy Hub (Goal 6):** Establish a visible, accessible hub — both physical and virtual — as a central resource for literacy in Craigmillar.

Our impacts will be seen in stronger early communication and literacy skills in babies, toddlers and children, improved confidence among parents and carers, empowered children and young people, and adults who feel connected and supported through literacy. We will measure success through increased participation, transitions between programmes, referrals, bookgifting milestones, stakeholder engagement, and outcome-based indicators such as skills, confidence, wellbeing, and community resilience.

This plan positions Craigmillar Literacy Trust as a visible, inclusive, and sustainable organisation, building on our history while responding to the evolving needs of our community. By working together, we will ensure literacy continues to empower individuals and strengthen the Craigmillar community for generations to come.

Our Vision

Our vision is that every person is empowered through literacy in the community of Craigmillar. We support literacy skills through working with babies, children, young people, parents, carers and other adults.

Our Values

Connecting through Relationships

Our work is relationship-based and we are committed to rights-based approaches. Respect underpins how we work.

Community

We are responsive to our changing community. We aim to build resilience and social capital, enabling connections to be made between people. We support and encourage a sense of belonging and identity.

Partnership and Collaboration

Working together is at the heart of what we do. We work flexibly in collaboration with others.

Nurturing and Growing

We are an organisation that welcomes and cares. We create an environment that is warm, nurturing and cultivates a learning environment.

Empowering People

We believe everyone has the ability to learn and be creative. We facilitate opportunities for people to explore and define literacy on their own terms.

Being Inclusive

We are an organisation that values people. We understand the importance of belonging and take proactive steps to ensure we are inclusive and accessible.

Organisational Pillars

Governance and Organisational Sustainability

Strong governance, financial sustainability, and organisational structures underpin all aspects of Craigmillar Literacy Trust's work.

Purpose: To ensure the organisation is resilient, accountable, and strategically led, enabling us to deliver our vision and adapt to changing community needs.

Strategic Commitments:

- Ensure effective and transparent Board processes are in place to support collective decision-making and governance.
- Work effectively as a Board with the staff team to deliver the Trust's strategic goals and programme.
- Ensure that effective management processes are in place for key functions including finance, staff management, safeguarding and reporting.
- Ensure that office bearer roles on the Board - Chairperson, Treasurer, Secretary and Vice Chairperson - are fulfilled at all times.
- Ensure the development of the Board in the recruitment, retention and ongoing support of trustees, encouraging community representation, diversity and trustees with a range of skills and expertise.
- Continue to strengthen Board skills in governance, finance, and employer duties.
- Have a strategic role in ensuring that equality, diversity, inclusion, and human rights are embedded across all structures and in organisational policies.

Outputs:

- Regular board meetings and board subgroup meetings.
- A diverse, skilled Board with clear succession planning.
- Annual governance audits and policy reviews.
- Financial sustainability plan with multi-year projections.
- Transparent trustee recruitment, support and development programme.
- Staff input and reporting to support Board decision-making.

Outcomes:

- An effective Board that understands its collective role and responsibilities.
- Board is empowered and confident in its role.
- Board reflects the diversity of the Craigmillar community and has appropriate skills to undertake its duties.
- Organisation is financially stable, sustainable, and compliant with legal obligations.
- Increased skills and confidence of Board's trustees in all aspects of governance including strategy, finance and employer duties.

- Board ensures that the staff team has the management, team structures and capacity to deliver the programme.

Indicators:

- At least 40% of the Board will comprise of people who live or work in Craigmillar.
- The Board will meet every 6 weeks or as appropriate for the needs of the organisation.
- Task/sub-groups of the Board will be established and retained as required (e.g. membership, fundraising, governance) with clear remits and Board reporting mechanisms.
- Governance audits and policy reviews completed annually or as required.
- Evidence of Board support and development is available.
- Financial reserves maintained at agreed thresholds, currently set at 3 months running costs.

Strategies, Impact, and Indicators

Goal 1: Early literacy for babies and young children

To deliver effective early literacy programmes to families with babies and young children to ensure that babies and children have the best start in life.

Strategies (what we will do)

- Deliver Craigmillar Books for Babies, including Baby & Toddler Rhymetime, Baby Rhymetime, and bookgifting for all families with babies and young children focussing on the key messages of early communication and early literacy.
- Provide targeted early intervention support programmes with referrals from Health Visitors, Speech and Language Therapy and Early Years Settings.
- Work collaboratively with other agencies including Health Visitors, Speech and Language Therapy, Early Years Settings, Craigmillar Library, and community groups.
- Undertake evaluation and consultation with a range of stakeholders including parents and carers, key partners and individuals.

Outputs (what we will deliver)

- Regular Rhymetime sessions across community venues.
- Deliver early year interventions such as Family Support at Home and Talking Together
- Bookgifting at key milestones (birth, 1 year, 4 years, community events).
- Home visits for families referred by professionals.
- Regular stakeholder forums and consultation sessions.

Outcomes (short to medium changes)

- Babies and young children have improved early communication and early literacy skills.
- Families have increased social connections with the wider community.
- Babies and young children have improved relationships with their parents and carers.
- Parents and carers gain confidence in supporting early years communication and literacy.

Impact (long-term change)

- Babies and young children in Craigmillar have an improved foundation in literacy, reducing inequalities in attainment and wellbeing.

Indicators (how we will measure success)

- Uptake of families joining Craigmillar Books for Babies at 10 days.
- Number of referrals for home visits to families with babies under 1 year.
- Attendance at group events like Rhymetimes and Storytimes.

- Number of stakeholder meetings including Parent & Baby Forum.
- Number of books gifted directly to families with children under 4.
- Families report having wider connections with the community.
- Families report increased confidence in supporting early years literacy.
- Babies and young children's participation and engagement in and enjoyment of activities

Risks & Assumptions

Risks: Funding sustainability, reliance on referral pathways, staff capacity.

Assumptions: Families will engage if programmes are relational, accessible, no-cost, and embedded in trusted community settings.

Goal 2: Literacy for children (4-12)

To deliver effective literacy programmes to children between the ages of 4 and 12 and their families, ensuring children achieve their aspirations to be all that they can be.

Strategies (what we will do)

- Deliver Craigmillar Stories for Sharing as a year-round, universal family literacy programme that develops skills for children and their parents and carers.
- Provide targeted family literacy support that empowers parents and carers to support children in their literacy development in the home or in the community.
- Work in partnership with Craigmillar Library, schools, community organisations and NHS to increase children and families' involvement and engagement in literacy activities.
- Undertake regular evaluation and consultation with children, families, professionals and other agencies.

Outputs (what we will deliver)

- Year-round literacy programme for children and their families.
- Home visits for children aged 4-6.
- Summer of Stories programme.
- Bookgifting for children aged 4–12.
- Stakeholder consultation sessions.

Outcomes (short to medium changes)

- Children's literacy skills improve through creative exploration.
- Parents and carers have increased confidence to support their children's literacy development.
- Families have improved relationships and social connections, both within the family and wider community.

Impact (Long-term change)

- Children achieve aspirations and reduce attainment gaps in literacy.

Indicators (how we measure success)

- Transition rate of children moving from Books for Babies to Stories for Sharing.
- Referrals for home visiting support for children age 4-6 years.
- Attendance at groups and events including Summer of Stories programme.
- Number of books gifted directly to families with children age 4-12 years.
- Number of stakeholder meetings including children and families.
- Feedback and views from children participating in programmes.

Risks & Assumptions

Risk: Family disengagement due to competing priorities.

Assumption: Creative and relational approaches increase motivation and literacy engagement.

Goal 3: Literacy for young people (ages 12-16)

To deliver an effective literacy programme to children and young people between the ages of 12 and 16 in the community to ensure children and young people achieve their aspirations to be all that they can be.

Strategies (what we will do)

- Deliver Express Yourself! programmes with, and for, young people that reflects their interests and supports them to increase their self-confidence, explore their identity and express their feelings.
- Involve young people in co-creating and co-producing programmes that explore approaches including digital media and performance as well as more traditional small group work with authors, writers, illustrators, and poets.
- Use a relational, rights-based approach to engagement.
- Collaborate with community organisations to build relationships and create welcoming spaces.

Outputs (what we will deliver)

- Creative workshops (digital media, performance, writing).
- Youth-led projects (e.g. Club with No Name).
- Showcase events and ongoing engagement activities.

Outcomes (short to medium changes)

- Young people have increased self-confidence to explore and express their creativity and identities.
- Young people have increased participation in activities that build confidence.
- Stronger social connections amongst young people and their community.

Impact (long-term change)

- Young people feel empowered, resilient, and connected to their communities. They have well developed literacy skills that they will carry into adulthood.

Indicators (how we measure success)

- Number of young people collaborating on Club With No Name.
- Number of facilitated creative events.
- Number of stakeholder meetings including young people.
- Feedback and views from young people participating in programmes.

Risks & Assumptions

Risk: Programmes may not reflect youth interests, leading to disengagement.

Assumption: Co-production increases participation and ownership.

Goal 4: Parental Literacy

To deliver parental literacy to ensure that parents and carers are supported to make a positive difference to their children's development, health and wellbeing.

Strategies (what we will do)

- Work in partnership with colleagues in health and early years to support families from earliest stages.
- Build relationships with parents and carers based on mutual respect and validation.
- Develop early and family literacy programmes with a focus early intervention, prevention and support for parents and carers.
- Create opportunities for peer support among parent and carers at groups and events.
- Carry out engagement and consultation with key stakeholders including parents and carers.

Outputs (what we will deliver)

- Family literacy groups and home visits.
- Peer support groups and parent forums.
- Consultation sessions with parents and carers.

Outcomes (short to medium term changes)

- Parents and carers have improved awareness of how babies and young children develop communication and language and how to support this from birth.
- Parents and carers have increased confidence to support their children's learning and literacy development from birth.
- Parents and carers have improved social networks through connection with other parents and carers.
- Parents and carers have improved relationships with their babies and children.

Impact (long-term change)

- Families in Craigmillar create a strong literacy culture, improving children's wellbeing and attainment.
- Parents and carers have the skill and confidence to support one another and young people in the community.

Indicators (how we measure success)

- Referrals for home visiting support (babies under 1 year, children aged 4-6).
- Attendance at family literacy groups and events.
- Stakeholder meetings including with parents and carers.
- Babies and young children engagement and participation in activities.

Risks & Assumptions

Risk: Parents may face barriers to participation (time, confidence).

Assumption: Peer support and trusted referral pathways increase engagement.

Goal 5: Adult Literacy

To develop new ways to deliver literacy support to adults in the community to ensure that individuals are empowered through increased skills in literacy and feel connected and a sense of belonging to the Craigmillar community.

Strategies (what we will do)

- Explore opportunities for delivery of adult literacy events with key partners in the community.
- Develop collaborative approaches to the Community Literacy Hub to meet diverse adult needs.
- Carry out scoping exercises and consultation with key stakeholders including adults in the community, to establish need, expectations and existing provision.
- Ensure that there are resources, including capacity within staffing, to deliver any new programmes.
- Develop responsive approaches to adult literacy support in the community.

Outputs (what we will deliver)

- Adult literacy events and pilot programmes.
- Scoping reports and consultation findings.
- Community Literacy Hub activities tailored to adults.

Outcomes (short to medium term changes)

- Adults have increased participation and enjoyment of literacy activities in their community.
- Adults have improved wellbeing due to ongoing participation in literacy activities in their community.
- Adults have increased social connections with other adults and their community.

Impacts (long-term changes)

- There is an increase in adult literacy in Craigmillar. In turn, this will deliver increased social mobility, employability opportunities and benefits for health and well-being.

Indicators (how we measure success)

- Numbers of adults participating in literacy events.
- Number of collaborators supporting delivery of literacy activities for adults.
- Uptake of bookgifting among adults in the community.
- Focus groups with adults in the community.
- Co-production of programmes with community members.

Risks & Assumptions

Risk: Low adult engagement due to stigma or competing priorities.

Assumption: Community-based, responsive approaches increase participation.

Goal 6: Community literacy hub and visibility

To develop as a visible, accessible literacy organisation in all aspects of our work to support the Craigmillar community be more resilient and empowered.

Strategies (what we will do)

- Establish a visible and accessible Community Literacy Hub, providing community-based resources and activities.
- Maximise the involvement of people from the community of Craigmillar in all aspects of design, delivery and governance.
- Co-design and co-deliver activities and resources with community stakeholders including children, young people and families.
- Expand the range of volunteering and sessional work opportunities for people living in the community.
- Ensure our website, social media and online presence are accessible and reflect the values, ethos, and work of the organisation.

Outputs (what we will deliver)

- Community literacy hub established.
- Co-produced activities and resources.
- Expanded volunteer opportunities.
- Accessible communications across platforms.

Outcomes (short to medium term change)

- Increased awareness of community-based literacy approaches among wider community.
- Improved skills and experience of individuals who are volunteering and working with us.
- Increased resilience of stakeholders to support and improve literacy in the community.

Impact (long-term change)

- Craigmillar community empowered through literacy and connected at a central hub.

Indicators (how we measure success)

- Number of volunteers recruited and trained.
- Number and range of activities delivered in the Community Literacy Hub.
- Number and range of activities co-produced with community members.
- Engagement of community with Community Literacy Hub.
- Online reach and profile of Community Literacy Hub.

Feedback and views from participants leading to co-production of programme and activities in Hub.

Risks & Assumptions

Risk: Hub under-utilised if not well promoted. Maintaining a physical space could be costly.

Assumption: Co-design ensures relevance and sustainability.

Partnership and collaboration

Purpose: *Craigmillar Literacy Trust believes that literacy is a shared responsibility. We work collaboratively to align resources, expertise, and relationships that support children, families, and adults across the community.*

Strategic role:

- Enable targeted referrals (e.g. Health Visitors, Speech & Language Therapy).
- Co-deliver programmes (e.g. Rhymetime with Craigmillar Library).
- Share data and insights for evaluation.
- Strengthen community trust and engagement.
- Align with local and national policy frameworks.

Partner type	Examples	Role
Health	Health visitors NHS Speech and Language therapy	Referrals Early intervention
Education	Early Years Settings Primary Schools High Schools	Programme delivery Co-hosting events
Community	Craigmillar Library Volunteers Parents and carers Community organisations Community networks	Co-design Outreach Peer support
Strategic	City of Edinburgh Council Fundors National organisations including Scottish Book Trust and Together	Policy alignment Funding Strategic guidance Children's Rights

Collaboration Practices

- Regular stakeholder meetings and forums.
- Joint planning and delivery of activities.
- Shared evaluation and learning processes.
- Co-design of new initiatives.
- Communication via newsletters, WhatsApp, and social media.

Impact of Collaboration

- More holistic support for families.
- Greater reach and uptake of programmes.

- Stronger community ownership and trust.
- Improved outcomes through aligned services.

Indicators of Effective Collaboration

- Number of joint initiatives delivered annually.
- Percentage of referrals from partner agencies.
- Stakeholder satisfaction and engagement levels.
- Co-produced activities and resources.

Timelines and milestones

Goal	Year 1 (2026-27)	Year 2 (2027-28)	Year 3 (2028-29)
Governance pillar	Evaluate skill set of current board and complete gap analysis. Recruit new board members.	Board training. Governance audit. Policy review.	Trustee succession planning.
Goal 1: Early years literacy	Baby Rhymetime; monitor peer support. Baby Clinic; monitor impact. Home visits case studies.	Baby Clinic development; explore opportunities.	Evaluate Baby Rhymetime programme; publish impact report.
Goal 2: Children's literacy	Increase the number of families who transition from BfB to SfS. Develop bookgifting programme; monitor impact.	Increase the number of families who participate in shaping the programme.	Evaluate the SfS project and publish an impact report.
Goal 3: Young people's literacy	Increase the number of young people co-producing programme.	Evaluate impact and explore future model of the programme.	Explore enhanced staff resource for development of programme.
Goal 4: Parental literacy	Consultation with parents about experiences of parental literacy.	Development of Myra Robertson Book of the Year. Development of Family Literacy Group.	Evaluate impact. Publish case studies.
Goal 5: Adult Literacy	Consultation with community partners.	Consultation with adults in community. Explore opportunities for pilot programme.	Small scale launch of pilot.
Goal 6: Community Literacy Hub	Establish the future physical location of the literacy hub. Evaluation of digital presence.	Preparation to move into new location.	First events in the new hub.

Monitoring and evaluation

Purpose:

To ensure Craigmillar Literacy Trust's programmes are effective, responsive, and aligned with community needs, while demonstrating impact to funders, partners, and families.

Objectives:

- Track delivery of activities and outputs consistently across all programmes.
- Measure outcomes and impacts for all ages.
- Use evidence to refine programmes and strengthen governance.
- Share learning with stakeholders to build trust and accountability.

Methods and tools:

Method	Responsible	Frequency
Quantitative data		
Statistical records of families joining programmes.	Director	Ongoing
Attendance at Rhymetime, Stories for Sharing, Express Yourself!, and adult literacy events.	Literacy Leads/Session Leaders	Ongoing
Number of books gifted at key milestones.	Literacy Leads	Ongoing
Referrals from Health Visitors, schools, and partners.	Director	Ongoing
Qualitative data		
Observation and feedback from staff, parents, carers, and children.	All staff	Quarterly
Case studies of individual families and young people.	Literacy Leads	Annually
Focus groups and stakeholder forums.	All staff	Quarterly
One-to-one interviews and questionnaires.	All staff	Annually

Indicators:

Indicators are tailored to each goal, but broadly cover:

- **Reach:** Number of families, children, young people, and adults engaged.
- **Consistency:** Regularity of programme delivery (e.g. weekly sessions, annual events).
- **Transitions:** Movement between programmes (Books for Babies → Stories for Sharing → Express Yourself!).
- **Confidence & Skills:** Parent/carer confidence, child literacy progress, youth self-esteem.
- **Community Involvement:** Stakeholder meetings, co-produced activities, volunteer participation.

Past consultations

- Internal evaluation
 - 2016 (Craigmillar Books for Babies).
 - 2019 (Talking Together Consultation report).
 - 2020 (Supporting literacy among children, young people and families).
 - 2024 (Family Support at Home and home visiting review).
- External evaluations
 - 2015 (Baby & Toddler Rhymetime).
 - 2019 (Talking Together).

Social media and communications

Purpose

To raise awareness of Craigmillar Literacy Trust's programmes, values, and impact; engage families and partners; and strengthen community identity and belonging through accessible, inclusive communication.

Objectives

- Promote literacy activities and events across all age groups.
- Engage and update members.
- Share key messages around early communication, creativity, and community empowerment.
- Build trust and visibility with families, partners, and funders.
- Encourage participation, feedback, and co-design from the community.

Content Themes

- Literacy milestones (bookgifting, Rhymetime, Stories for Sharing).
- Creative outputs from Express Yourself! and youth programmes.
- Quotes and stories from families, volunteers, and partners.
- Upcoming events and opportunities.
- Impact snapshots and evaluation highlights.
- Partner features and collaborative work.

Tone and style

- Relational, warm, inclusive, and community-centred.
- Rights-based and empowering.
- Clear, jargon-free language.
- Visual and story-driven.

Methods

Platform	Audience	Use
Primary – broad reach		
Website	All audiences.	Central hub for information. Promote the organisation. Generate donations.
Facebook Instagram	Parents, carers, community groups, young people, families, external audiences.	Event promotion, photos, updates. Visual storytelling. Youth led-posts. Profile raising. Fundraising.
LinkedIn	Funders, professionals and partners.	Strategic updates. Impact stories. Fundraising.
Primary – direct reach		
WhatsApp	Families already engaged. Members.	Direct messaging for reminders and updates.
Email updates	Members and community partners.	Promote engagement and key messages. Advertise activities. Encourage fundraising.
Newsletter (post)	Families.	Build community. Share positive stories. Advertise and promote events.
Supplementary		
Email updates (agencies and partners)	Funders and supporters, including local councillors.	Raise the profile of the trust. Fundraising.
Posters in the community	Wider Craigmillar community.	Advertise events. Promote engagement.

Frequency and planning

- Weekly posts on Facebook and Instagram. This could be a spotlight on that week's activity, highlight of a favourite book, upcoming events etc.
- Quarterly newsletters and website updates.
- WhatsApp messages aligned with programme schedules.
- Monthly impact highlights on LinkedIn.
- Increase and ad hoc posting where required e.g. Christmas appeals.

Monitoring and Evaluation

- Engagement metrics (likes, shares, comments, reach).
- Click-through rates to website and event sign-ups.
- Feedback (formal and informal) from families and partners.
- Growth in followers and mailing list subscribers.

Implementation and Review

Implementation date

This Strategic Plan was implemented on **15th June 2026**.

Signed by *Sue Foley* on behalf of the Board of Trustees.

Review date

This Strategic Plan will be reviewed annually.

Indicators will be reviewed on a three-year cycle. At present, quantitative figures are largely absent as, without a baseline, these would be largely arbitrary. Quantitative metrics of success will be added once a baseline has been established.