

Executive Summary – Get Hounslow Writing Evaluation Report 2024/25

The first year of **Get Hounslow Writing (GHW)** has had a clear and measurable impact on both pupils and teachers across participating schools. At its core, GHW is built on the belief that teachers who write, teach writing best. The programme set out to build teacher confidence, improve writing pedagogy, and foster a genuine love of writing across the classroom – and the outcomes from Year 1 show real success.

Pedagogical underpinning

Nationally, writing enjoyment has been in decline:

- Only **34%** of children and young people enjoy writing in their free time
- Just **56%** of teachers report enjoying writing, compared to **89%** who enjoy reading. (National Literacy Trust, 2024).

GHW was designed in response to this – to strengthen writer identity among teachers, improve classroom practice, and re-establish writing for pleasure and purpose as a priority in primary schools. Providing opportunities to develop teachers' writer identity is crucial because, when teachers write, they understand the ways of their writers (Cremin & Baker 2010; Cremin & Oliver 2017; Myhill et al 2021).

Teacher Engagement and Development

33 teachers took part in the programme (16 KS1, 17 KS2), participating in five dedicated CPD sessions, completing classroom-based gap tasks, and contributing to an active online platform. Despite some unavoidable drop-off due to staffing constraints, the project maintained strong participation and high levels of engagement.

Key outcomes for teachers:

- **100%** of teachers who completed the final survey now write for enjoyment (up from 67%).
- The number rating themselves **8/10 or higher** on writer identity increased from **24% to 56%**.

- **Confidence in providing culturally inclusive writing** rose, with those not confident dropping from **21% to 0%**.
- **Perceptions of pupil writing enjoyment** rose significantly, with teachers rating their classes at 7–9/10 increasing from **51% to 94%**.
- Teachers' own writing practice increased: **75%** wrote for enjoyment in the last month (up from **33%** at baseline).

Impact on Pupils

Across the year, pupil surveys showed a significant positive shift in attitudes, confidence, and writing behaviour.

Writer identity:

- **+16%** increase in children identifying as “good” or “OK” writers.
- By the end of the year, **no child** described themselves as “not very good” at writing.

Enjoyment and motivation:

- **90%** had written for enjoyment in the past month (up from **65%**).
- The number of children saying they **didn't like writing** dropped to **0%**.
- Enjoyment of writing at home remained strong – bedrooms, gardens, and calm spaces were the most frequently mentioned.

Sharing and community:

- **All children** were sharing their writing by the end of the year – with a **+24%** increase in those sharing “sometimes” and **+16%** “several times a week”.
- Children were more aware of their teacher's writing practice: “Yes, my teacher knows what I enjoy writing about” rose from **44% to 75%**.

Teacher sharing writing:

- All children reported that their teacher shared their writing (up from partial engagement at the start).
- However, **12%** of children still said their teacher never shared personal writing for enjoyment – a gap to explore further.

Teacher Reflections

Teacher feedback highlighted the powerful effect of GHW on their professional identity and classroom practice:

"I've reflected on why I enjoy writing and have tried to create those same experiences for my class."

"The children now write with more freedom and pride – it's no longer just about writing 'correctly'."

"I feel more confident leading English across the school because of this course."

Areas for Development

Survey analysis revealed three areas to take forward into Year 2:

1. **Culturally inclusive writing:** While teacher confidence increased, children's reports of weekly or monthly cultural writing experiences decreased. Daily opportunities did rise, but there's a mismatch to explore further.
2. **Writing for wellbeing:** Children reported a clearer link between writing and wellbeing, with a **+25%** increase in agreement. Teacher perceptions were more static and may benefit from deeper focus next year.
3. **Teacher visibility as writers:** Although all teachers say they share their writing, **children's responses** suggest this could be more explicit and consistent.

Next Steps – Into Year 2

GHW continues as a three-year project. In October 2025, a **new cohort** will begin their journey, while the current group will move into their next role as **GHW Writing Ambassadors**.

In Year 2, ambassadors will:

- Engage in impactful action research to embed GHW practices across their schools.
- Receive further expert support through six dedicated sessions.
- Contribute to a professional community of practice.

Session plans for new participants will also include:

- More structured opportunities to share writing and gap tasks.
- Greater cross-phase collaboration (KS1 & KS2).
- Practical strategies to support cultural writing and wellbeing.

Final Thoughts

Get Hounslow Writing has demonstrated the impact of empowering teachers as writers. It has strengthened teacher confidence, shifted writing cultures in classrooms, and reignited children's passion for writing.

As one headteacher put it:

"Writing for pleasure is just as important as reading for pleasure."

The St Mary's University team looks forward to building on this strong foundation in Year 2, supporting ambassadors in their action research, and welcoming a new cohort of teacher-writers.