



Get Hounslow Writing Evaluation Report 2025/26

Get Hounslow Writing is in its second year of a three year programme. We welcomed a new Year 1 cohort whilst the original cohort have gone on to become Year 2 writing Ambassadors in their school.

Pedagogical underpinning for Get Hounslow Writing

There has been a marked decrease in both children and teachers writing for enjoyment (NLT 2024). Research shows that teachers who enjoy writing are also more confident in teaching writing, and teachers who identify as writers provide more powerful classroom writing instruction, however few teachers place their writer identity central to their practice. 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).

Project Aims

Developing the 'will' to be a writer and build a network of teacher writers:

- To consider the value of writing to support teacher wellbeing
- To shift in position of being a teacher of writing, to a writing teacher
- To develop confidence in sharing writing and providing feedback to peers
- To understand how to develop a classroom community of writers
- To develop knowledge and understanding of the writing process, the craft of writing and how to integrate these into planning
- To explore and value cultural writing experiences

Structure

The new Year 1 cohort were divided into Key Stage 1 and Key Stage 2 groups with some drop off during the year. The new Year 2 Ambassadors were divided into four groups according to their action research areas – making wider change within their schools. All teachers engaged with the project, including writing within sessions, completing gap tasks, sharing how they had implemented their golden nuggets of practice, and the GHW padlet. Ambassadors shared their actions and supported each other with advice and shared experiences.

Year 1 Teachers' baseline and end of year comparisons.

Teachers' personal writing identities

Comparing baseline and end of year data, there is a clear and meaningful shift in how teachers saw their personal writing identity. Initial responses indicated mixed confidence, moderate self-perceptions, and varied enjoyment, however by the end of the year the teachers progressed to consistently identify as writers, with greater enjoyment, and rating their abilities more highly. Alongside this, they increasingly recognised writing as beneficial for their wellbeing. Throughout, the most common form of personal writing was journaling, often linked to reflection or mental health. Personal writing occurred more often as the project went on, with teachers writing for a wider range of purposes as a routine activity. Teachers also felt more comfortable in sharing their writing with others; data shows a shift from sharing infrequently or never, to sometimes and frequently suggesting growing confidence and trust in sharing their writing with other adults. This increases hugely when sharing with their pupils, responses moving from rarely or never, to recently bringing their own writing into the classroom as part of their practice. Responses also show that this occurs between children as well.

The project has helped the children become more confident and enthusiastic writers who are more willing to share their ideas.

Teachers as writers

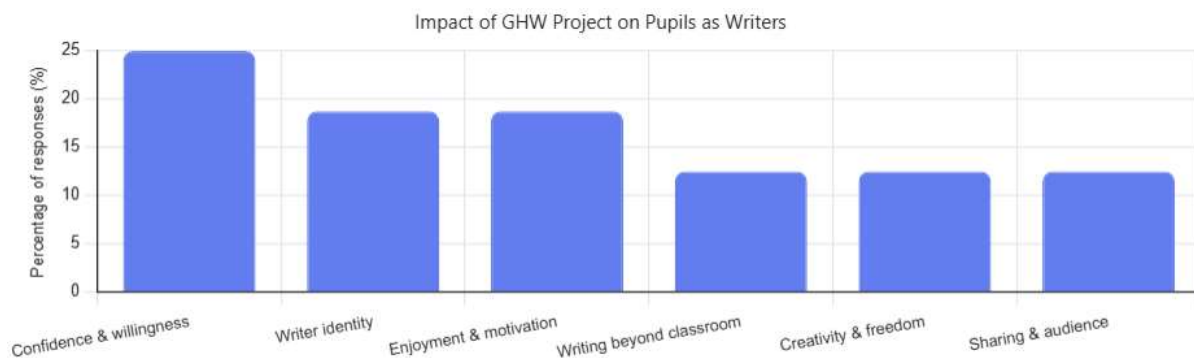
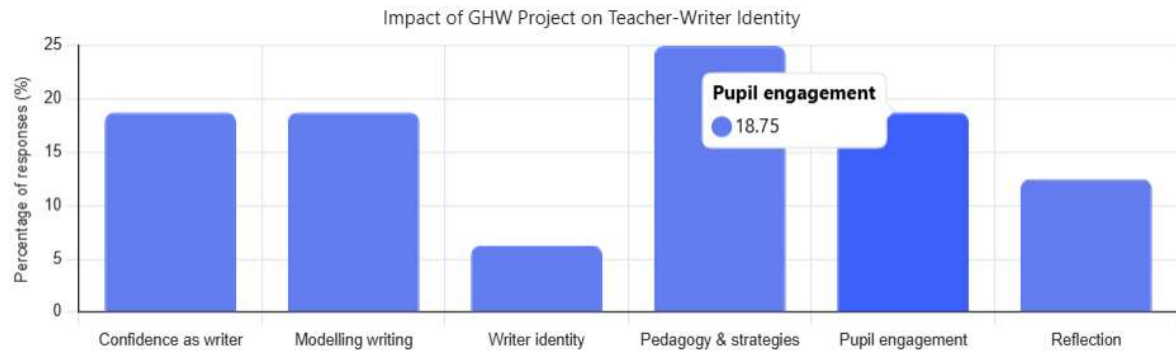
They see me as a writer and someone who makes mistakes and constantly changes their writing to improve, and so have become happier doing the same with theirs.

Baseline and end data show that teachers demonstrated a strengthening recognition of their role as writers as central to pupils' development. While the responses show they already valued the importance of teachers' writing practices, this belief became more deeply

embedded and consistently held. Initially uncertain about whether pupils saw them as writers, by the end of the project the teachers felt that their pupils saw them as visible, authentic models of writerly behaviour. Confidence also grew in delivering culturally inclusive writing experiences, moving from mostly moderately confident levels to a more assured confidence in their ability to do this. Responses also showed that teachers demonstrated increasing awareness of pupils' interests, which may suggest an alignment between knowledge of their pupils and effective practice.

Wider teacher reflections

Teachers were asked three additional questions on the end of year survey. The responses below show that as teachers developed as writers they changed their practice, leading to a shift in the classroom writing cultures. This impacted positively on the pupils' writing identity, confidence and engagement.



They treasure their journals and use them as a keepsake as and when. It has allowed children to share and open up without any pressure.

It has created an inspiring culture of writers in class. I have children taking their journals in to the playground and writing poetry in their free time.

Year 1 Children's baseline and end of year comparisons.

Sense of self as a writer

Children's writing identity shows a clear shift toward confidence and consistency over the course of GHW. At baseline, many children held hesitant views of themselves as writers, describing themselves as "OK", or negatively. Engagement with writing for pleasure was irregular, and enjoyment was frequently graded neutrally, suggesting writing was seen

primarily as a task. By the end survey, there is a more secure and positive sense of identity. Fewer children identify negatively, and more see themselves as capable writers, with consistent positive responses. This development is supported by changes in both behaviour and attitude as children are now writing more frequently for pleasure and reporting greater enjoyment. It is important to note that by the end of the year, children's identity, engagement, and enjoyment were now closely aligned with their responses that writing is not just a school task, but something they are increasingly choosing to do, and to share. This suggests the children are developing a more confident, authentic sense of self as writers.

Children have consistently liked writing stories, using their imaginations and personal experience and interests. By the end of the year, the range of writing they enjoy, and choose to do in their free time has increased. The increased pleasure in journaling and diary entries may link to the majority of children reporting that writing helps their wellbeing, and increased opportunities to write about different cultures.



Sense of their teacher as writer

At baseline, children's views of their own teacher as a writer are mixed; some see their teacher as someone who enjoys writing, whilst others see their teacher writing because they have to. Similarly, the teacher sharing their writing with them is perceived as inconsistent across the children, ranging from 'a lot' to 'never', however by the end, responses become much more positive and consistent. Children now predominantly describe their teacher as an enthusiastic and genuine writer, with much more frequent sharing of teacher writing. There is a clear positive shift in how pupils perceive their teacher as an authentic writer, and therefore as a writing role model.

Year 2 Teacher Ambassadors evaluation.

As Year 2 Ambassadors, teachers developed their Year 1 pedagogy and practice beyond the classroom by implementing an action research project within their whole school. Support was given for choosing their focus area and they were then put into smaller focused groups to facilitate more personalised lecturer support across the year.

Structure and support

The Ambassadors found the small group structure very valuable in supporting their work, encouraging focus and helping to reduce the sense of trying to do too much at once. Exchanging ideas and experiences with teachers that had shared goals was seen as helpful and enabled strong mutual support and encouragement. St Mary's lecturers were seen as exceptionally supportive, providing clear guidance, practical strategies, and ongoing reassurance. The Ambassadors reported that this helped build confidence and create a positive, inclusive environment where they felt comfortable sharing, reflecting, and developing their practice. The Ambassadors kept an action research jotter throughout the year as a flexible working record of their projects. Ambassadors were unanimous in how beneficial this was.

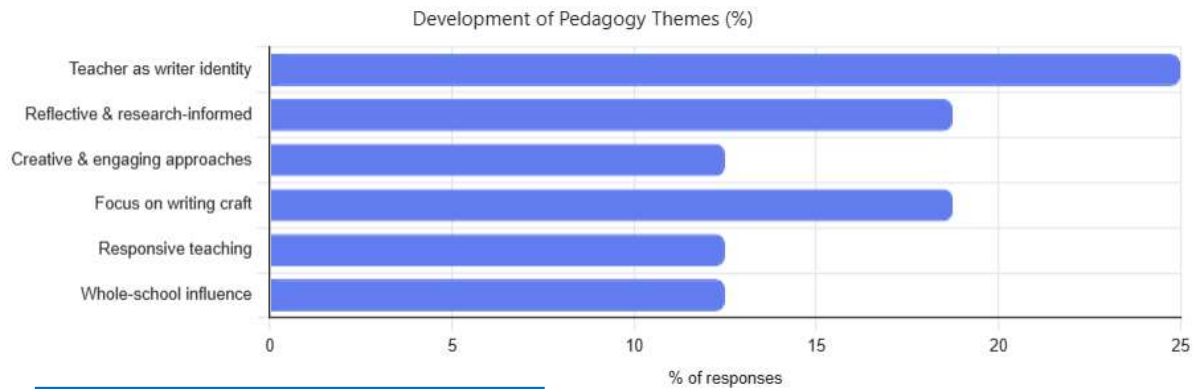
The jotter was invaluable in helping me develop and refine my thinking throughout the action research process. It provided a space to record observation, comments, and feedback from teachers and pupils, allowing me to capture ideas as they emerged.

Impact and sustainability

The Ambassador year has had a very positive impact across schools with reported increases in confidence and engagement, and a positive shift in both school staff and pupil writer identity. Within Ambassador schools, writing has a higher profile, with more opportunities for creativity, sharing, and celebration across the school. Responses also indicate that collaboration among staff has strengthened, with more professional dialogue and a wider range of effective strategies being used. However, there have been challenges which will impact the sustainability of these Ambassador initiatives. The most cited of these was time, relating to an already full curriculum, and coordinating staff involvement. Sustaining momentum, particularly when initially too ambitious or when change required ongoing input was a challenge and led to some Ambassadors piloting with year groups first before extending to whole school. Despite these challenges, Ambassadors felt that their initiatives were sustainable when embedded into the existing school development plan, had leadership support and backing, and continued opportunities to revisit and share practice.

Development of practice and pedagogy

The range of ways that practice and pedagogy have been developed is shown in the following bar chart. A key aim of the ambassador year was to take practice beyond the classroom and enact change in the whole school, and data strongly suggests this has been successful.



The impact of the course has been significant. I can see the difference it has made to my own practice, to my pupils' confidence and engagement as writers, and now to many other teachers and classes as I have shared what I have learned.

On a personal level, the project has strengthened my ability to engage in enquiry, analyse evidence, and use research to inform decision-making. The findings have provided a foundation for future developments within the school and have highlighted areas for continued improvement and professional learning.

Sharing and celebrating Ambassador work more widely

It became clear during the Ambassador sessions that their action research was having a strong impact in schools, and so the final session was changed to a twilight face to face 'share and celebrate' at St Mary's University. Ambassadors had been recording their research on powerpoint, and they presented these to 25 guests including members of school SLT, HEP and St Mary's University, as well as fellow Ambassadors. Feedback showed that the Ambassadors hugely appreciated being able to present their work, and that guests were impressed with the writing pedagogy into practice that was being presented. A short reel of the event has been created <https://youtu.be/FES-Y4kUUti>

Conclusion:

St Mary's University Primary English team are delighted with the success of the second year of delivering Get Hounslow Writing, with both the new Year 1 cohort and the developed Year 2 Ambassadors, with both making a positive impact on the writing practices within Hounslow primary schools. Analysis of teacher and pupil responses has shown that when teachers see themselves as writers and enact this identity visibly and confidently, it has a meaningful and positive impact on their pupils' engagement, inclusion, and development as writers. We look forward to repeating the year with a new cohort, and taking action research into writing ambassador schools.

Finola Utton
St Mary's University
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