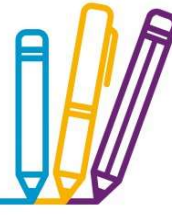




St Mary's
University
Twickenham
London

**Get
Hounslow
Writing**



Get Hounslow Writing Evaluation Report 2025/26

Executive Summary

The *Get Hounslow Writing Evaluation Report 2025/26* presents the second year of a three-year initiative led by St Mary's University to transform writing culture across participating Hounslow primary schools. While the programme focuses on developing both teacher and pupil writing identities, this year's findings particularly highlight the critical and expanding role of Year 2 Writing Ambassadors in embedding and sustaining change at scale.

The programme is grounded in research showing declining engagement with writing among teachers and pupils, and the strong link between teachers' writer identity and effective pedagogy. GHW supports teachers in becoming "writing teachers"—individuals who actively write, share their work, and model authentic writing practices. This foundation underpins both the Year 1 cohort's professional development and the Year 2 Ambassador strand, which extends impact beyond individual classrooms.

Year 1 cohort

Teachers in the Year 1 cohort demonstrated substantial growth in their identities as writers. Initially reporting mixed confidence and engagement with writing, they progressed to consistently identifying as writers who write regularly, often for reflection and wellbeing. Crucially, they became more confident in sharing their writing with both fellow participants and their pupils. This increased visibility enabled pupils to see their teachers as authentic writers, shaping classroom environments where writing is modelled as a meaningful, creative, and iterative process.

These pedagogical shifts had a direct impact on pupils. Children moved from seeing writing as a task to viewing it as an enjoyable and purposeful activity. By the end of the programme, pupils reported greater confidence, increased writing for pleasure, and a stronger sense of themselves as writers. Many engaged in a broader range of writing, including journaling and creative forms, and recognised writing as beneficial to their wellbeing. Importantly, pupils also described their teachers as enthusiastic, authentic writers who shared their work regularly—reinforcing positive attitudes and behaviours.

Year 2 Ambassador cohort

A significant development in this phase of the programme is the impact of the Year 2 Writing Ambassadors. Building on their first-year experience, these teachers extended the project through action research, leading strategic change across their schools. Working in focused groups with structured lecturer support, Ambassadors designed and implemented initiatives that elevated the profile of writing, increased opportunities for creativity and sharing, and fostered stronger professional collaboration among staff. Ambassadors consistently reported that this role strengthened their capacity for enquiry, evidence-informed decision-making, and leadership of pedagogical change. Reflective tools, such as action research jotters, were described as “invaluable” in capturing ideas, refining thinking, and sustaining momentum. Collaborative group structures further supported their work by enabling peer feedback, shared problem-solving, and mutual encouragement.

The impact of Ambassador-led work was evident at both teacher and pupil levels. Schools reported increased confidence among staff, a broader repertoire of teaching strategies, and a stronger, more visible culture of writing. Pupils benefited from more consistent and engaging writing experiences across year groups, while professional dialogue around writing became more embedded within school practice. Despite these successes, Ambassadors identified ongoing challenges, particularly relating to time constraints, competing curriculum demands, and sustaining change over time. They emphasised that initiatives were most effective when integrated into school development plans and supported by leadership. Where these conditions were met, Ambassadors expressed confidence in the sustainability and long-term impact of their work.

In conclusion, while the development of teacher and pupil writing identities remains central, this year’s evaluation strongly positions the Writing Ambassadors as key agents of change. Their work has extended the project’s impact beyond individual classrooms to whole-school transformation, strengthening writing culture, professional collaboration, and pedagogical innovation. The voices of Ambassadors, alongside those of teachers and pupils, demonstrate that empowering teachers as writers—and as leaders of change—creates lasting and meaningful improvements in writing engagement, confidence, and practice.

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