The Story Project

Impact Report



Summer 2026

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Introduction

The Story Project is an award-winning social enterprise that uses high-quality, diverse children's books to strengthen pupils' PSHE, wellbeing and literacy through structured, evidence-informed story-based learning. The Story Project sessions use carefully sequenced activities that using characters as vehicles to help children understand and articulate different experiences and emotions and practise wellbeing strategies in a safe, structured environment. Teachers are provided with training, resources and ongoing support as well as opportunities for further CPD, including conferences and leadership training.

Through stories, The Story Project aims to build:

- Emotional literacy: engaging children with high-quality, inclusive and diverse books to improve their emotional literacy and help them to manage their own wellbeing
- Wellbeing and safety: creating a safe space for children to learn about and discuss real-life topics, including online safety, bullying, money, bereavement and challenging stereotypes
- Literacy and confidence: improving children's literacy and comprehension skills through reading, discussions and interactive activities

The Story Project's Primary resources support pupils from Reception to Year Six. All units meet all statutory PSHE and RSHE requirements and are aligned with the relevant reading outcomes for each year group.

Data Evaluation

This evaluation explores findings gathered from pupils and teachers during the 2025-26 academic year and focuses on the impact of the programme in line with the aims as outlined above. It is guided by the following research questions:

1. To what extent does The Story Project improve children's emotional literacy and wellbeing?
2. How far does The Story Project strengthen children's knowledge of, and confidence to discuss, real-life issues?
3. To what extent does The Story Project improve children's literacy?
4. What impact does The Story Project's work have on teaching staff?

A mixed-methods approach has been used to explore the impact of The Story Project, drawing on qualitative and quantitative data and combining teacher surveys, pupil feedback, focus groups, end-of-unit reflections and conference evaluations to build a comprehensive picture of the impact that the programme has had in participating primary schools:

- End of year surveys, completed by teachers and Lead Teachers (those responsible for overseeing The Story Project in their schools
- Focus groups of participating schools
- End of unit data – feedback from pupils
- End of unit data – feedback from teachers
- Conference feedback

Analysis was conducted on the following sample:

Data type	Number of teachers	Number of pupils
End of year surveys*	111	/
Focus groups	12	/
End of unit data*	30	30
Conference feedback	18	/

*End of year survey data included below collates 'Strongly Agree' and 'Agree responses.

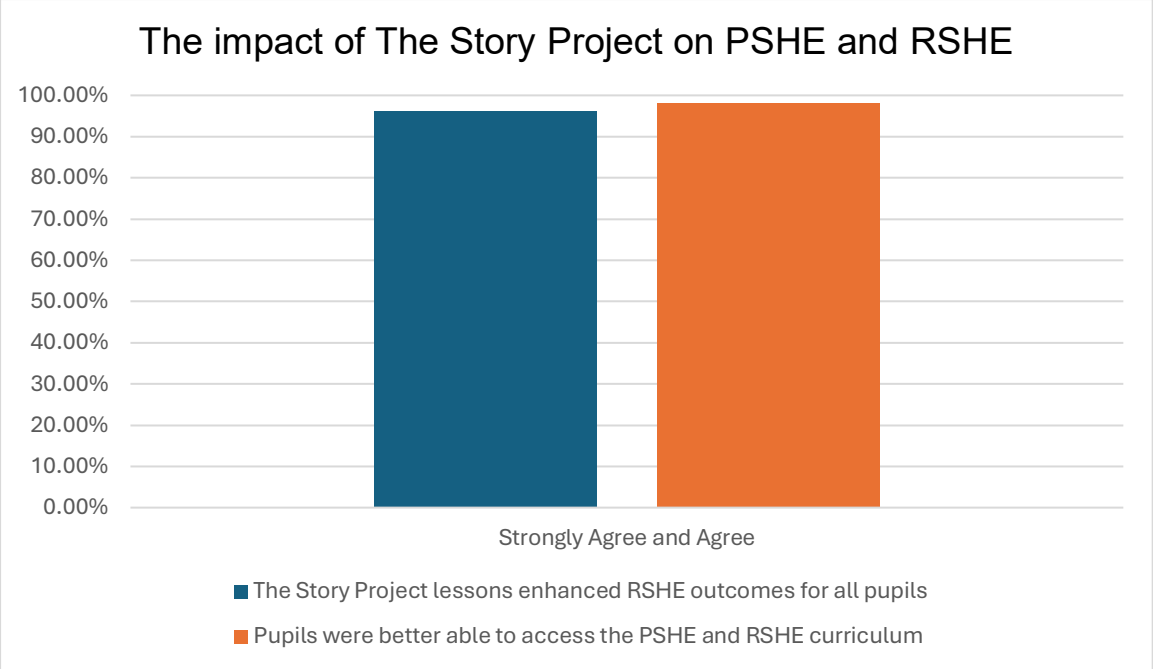
*End of unit data was sampled across three units, Spring 2, Summer 1 and Summer 2, analysing the collated responses of children and teachers from 30 different schools.

The key findings are organised thematically in order to highlight emerging patterns and the main areas of impact. Following this, the report examines broader benefits of working with The Story Project, including the impact on teacher confidence and workload and the opportunities for further professional development.

Key Findings

Meeting PSHE and RSHE requirements and approaching sensitive topics through the power of stories

Teachers reported feeling more confident delivering PSHE and RSHE content, supported by high-quality resources and carefully designed lessons: **96.2%** of teachers agreed or strongly agreed that The Story Project lessons enhanced RSHE outcomes for all pupils and **98.1%** of teachers agreed or strongly agreed that pupils were better able to access the PSHE and RSHE curriculum.



The resources support the teaching of PSHE and, as one teacher noted, **"understanding of PSHE has grown a lot through TSP".** One teacher summarised the impact of The Story Project in a focus group as **"a complete PSHE scheme that's incredibly high quality."**

In their end of year feedback, another teacher highlighted the impact of the resources in meeting PSHE requirements whilst also developing pupils' literacy:

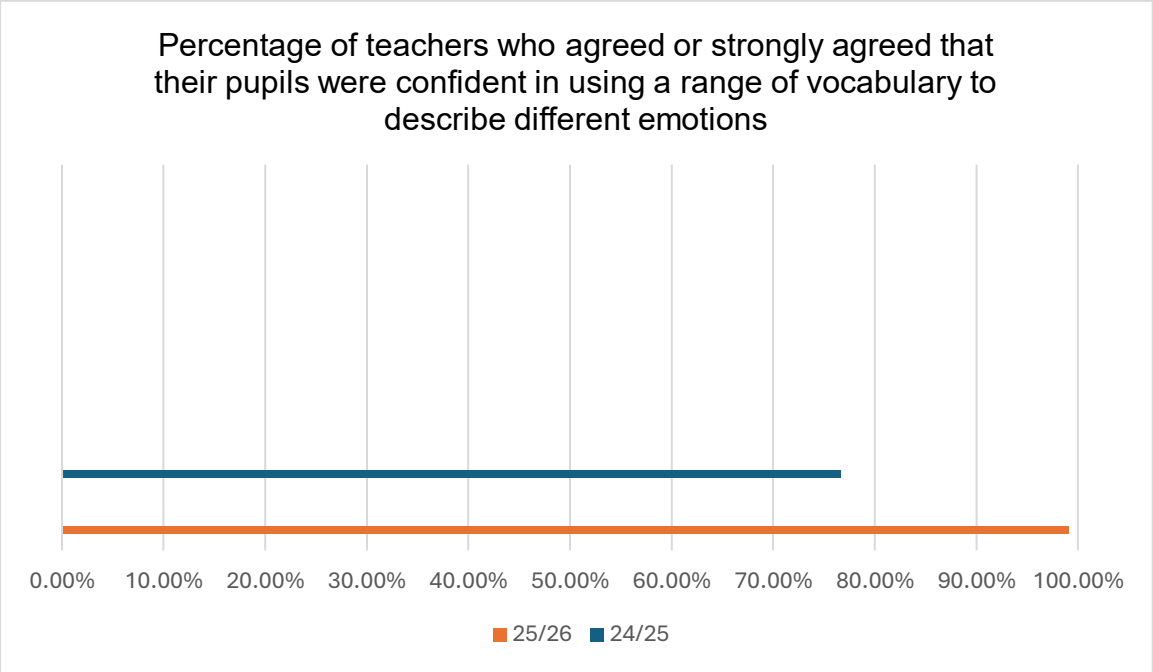
> "The resources (including books, PowerPoints, Subject Leader tools etc) are all SUCH high quality, easy to access and use and all really straight forward. Everything is presented beautifully and clearly for both staff and children. I love the lesson structure and it has had a really positive impact for my class both in PSHE and in reading comprehension"
>
> – Lead Teacher

In addition, teachers reported the positive impact of the programme on teachers' confidence with a range of real-life and complex issues: **94.29%** of teachers agreed or strongly agreed that they felt more confident talking about sensitive topics.

Development of emotional literacy and pupil wellbeing

Feedback from schools indicates an improvement in children's emotional literacy, including naming and noticing feelings, understanding different and often complex emotions and using strategies to manage them: **99.1%** of teachers agreed or strongly agreed that their pupils felt

more confident in using a range of vocabulary to describe different emotions. This also demonstrates an improvement on the previous year's report, when this figure was **76.6%.**



Developed emotional literacy was a key theme in the feedback from schools on individual units. For instance, several teachers shared that children were **"using the right terminology"** and **"verbalising"** more precisely, with many children using the visual emotion charts and vocabulary grids to support deeper expression.

Focus group participants reflected on the impact that the sessions had on children's ability to recognise, understand, and express emotions. One teacher noted the **"significant growth in children's emotional vocabulary"**, whilst another observed that their pupils **"can articulate their feelings much more effectively".** It was clear from the data that children, particularly in older year groups, developed an understanding of more complex emotions. A Year 2 teacher reported that **their "Year 2 pupils learned that people can experience multiple emotions simultaneously"**.

In their end of unit feedback, one teacher reflected on the pupils' increased confidence and ability to articulate feelings:

> "The children have been much more vocal about experiencing more than one emotion at once and also understanding that negative emotions are not a bad thing, they just need an appropriate time and space to be let out"

99.0% of teachers agreed or strongly agreed that The Story Project lessons support their pupils' wellbeing. Feedback from children suggested an improved understanding of what wellbeing is, with multiple pupils describing it as being **"happy", "healthy"** and **"safe"** in their

end of unit responses. Feedback from individual units also suggests that children are using the taught wellbeing language more extensively in written work and discussions.

The wide-ranging, diverse carefully selected texts helped pupils to learn about the meaning of wellbeing, particularly the relationship between physical and mental wellbeing. End-of-unit feedback from pupils highlights their learning about the range of factors that comprise wellbeing. This include that **"sleeping well helps us stay focused", "exercise makes you healthy", eating healthy improves wellbeing"** and **"go outside into nature".**

One pupil summarised in their reflections that **"You need to take care of your whole body, including your heart and mind"**, a comment that is echoed in the end of unit data from the majority of partner schools.

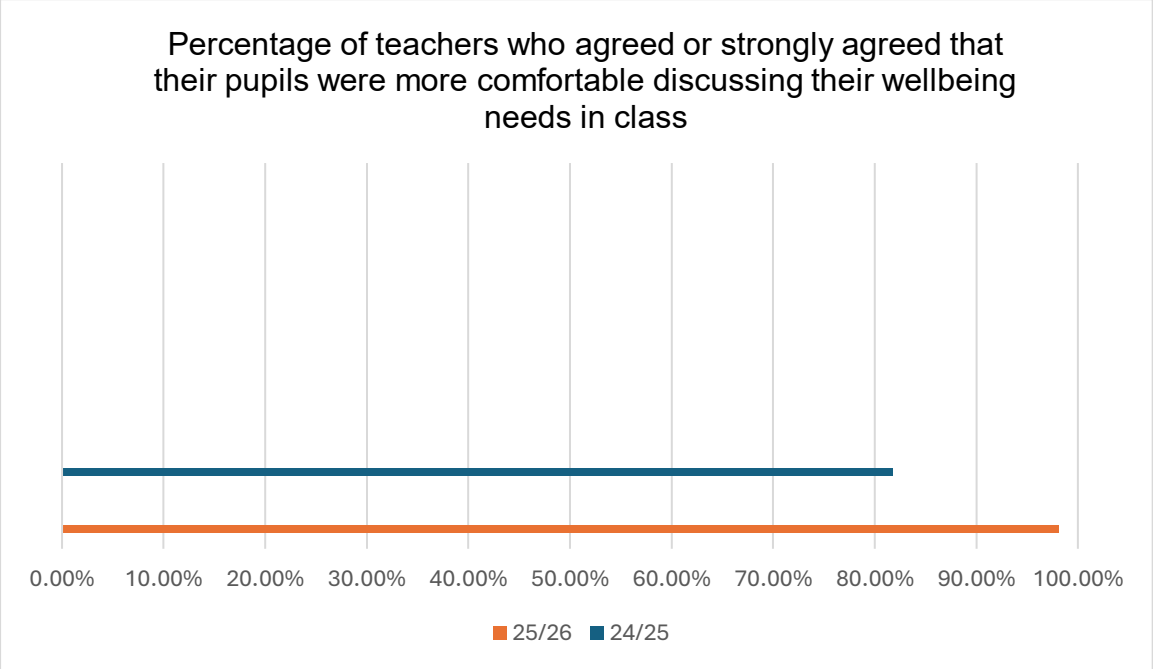
Development of pupils' self-regulation

99.1% of teachers agreed or strongly agreed that The Story Project lessons supported their pupils to gain the skills and knowledge to support their own wellbeing. This is an important aim of the programme, helping children to develop strategies to understand and look after their own mental and physical health. Reflecting on their learning after each unit, pupils reported to have **"learnt that everyone has worries sometimes"** and **"you can feel many different emotions at once".**

Both children and teachers fed back positively on the range of approaches used to develop self-regulation. When asked what activities they had learned the most from, children's responses **included "breathing", "meditation", "colouring for mindfulness", "thinking of a calm place such as the beach"** and **"talking about feelings"**, feedback that captures the range of regulation strategies that pupils get to experience during The Story Project sessions.

Children enjoyed discovering that **"reading can make us calm"** and that **"mistakes help us grow"**. The correlation between reading and feeling calm, combined with repeated references to mistakes being **"part of learning"**, show their positive attitudes towards reading and the strengthening of children's growth mindset.

98.1% of teachers agreed or strongly agreed that their pupils were more comfortable discussing their wellbeing needs in class following The Story Project sessions. This was an increase from the previous year's data, when this figure was **81.8**%.



Improved reading and vocabulary

Teachers identified that engagement with The Story Project improved pupils' literacy. Vocabulary is interwoven into each session and across all year groups and units, teachers reported evidence of richer reading responses, the application of vocabulary from the units and an enhanced ability to provide detailed responses about texts and characters' feelings. In the focus groups, teachers reflected on the ways that The Story Project supported wider school priorities. Teachers noted that it **"supports literacy"**, **"fits naturally alongside literacy priorities"** and the **"vocabulary transfers into reading lessons".** One teacher praised the impact in the classroom for all pupils, including for **"children who would struggle with vocabulary"** and who now **"have come up with better describing words".**

95.3% of teachers agreed or strongly agreed that The Story Project lessons enhanced literacy outcomes for all pupils. In last year's impact report, **64.5%** of teachers rated pupils' literacy skills as 'Good' or 'Excellent' after engaging with the programme. Whilst a different metric was used here ('Good' or 'Excellent' rather than 'Agree' and 'Strongly Agree') and therefore caution should be taken with comparisons, this notable increase of **30.9 percentage points** suggests the long-term and ongoing impact that The Story Project has on pupils' literacy.

Further research, including the use of a validated literacy measure, would help to further establish the impact of The Story Project on pupils' reading comprehension and broader literacy skills compared to other activities and interventions in school.

Developing empathy and positive relationships

Feedback from schools reflected the ways in which individual pupils benefitted from the social aspects of The Story Project sessions. One teacher reported that The Story Project **"builds confidence and gives every child a voice through storytelling",** with other teachers praising the **"greater empathy across the school"** as well as the **"improved respect and understanding within the classroom"** as a result of engaging with the sessions.

Teacher feedback suggests that through engaging with The Story Project, children have developed their ability to understand the feelings and perspectives of others. The stories and the discussions and activities designed around them enable this. Teachers also reported the impact of the programme beyond the classroom. For example, one teacher shared that pupils **"learnt to appreciate that having good friends can improve their wellbeing".**

> The Story Project "gives children the language and confidence to recognise, understand and express their emotions, while developing empathy for others. By using stories as a starting point for meaningful conversations, it creates a safe and engaging environment where pupils can reflect on their experiences, build healthy relationships and develop the emotional skills they need to thrive both in and beyond the classroom"
>
> – Lead Teacher

End of year survey feedback reflects how the use of stories helped pupils to develop empathetic skills. **98.10%** of teachers agreed or strongly agreed that their pupils could now better explain the reasons why people/characters feel a certain way. Feedback from the focus groups also highlights the impact of The Story Project on relational behaviour approaches and self-regulation. For instance, a child who was struggling was able to independently say: **"I feel really frustrated right now… I need a minute."**

Improved awareness of how to stay safe

Teachers reported a development in confidence and understanding of safety and proactive behaviours and identified that the units exploring online safety were important to children's wider wellbeing. One teacher remarked that the children **"reminded teachers about online safety"** in other lessons, with another teacher stating that the online safety learning **"transferred into other subjects".** Multiple schools fed back on children's improved learning about online scams and who to speak to **for help. Children shared a range of takeaways from online safety sessions, including to "check with adults first", "don't give away personal information", "don't trust everybody online"** and **"having time away from a**

screen is good for us". One teacher remarked on the ways in which the pupils were demonstrating their developed understanding outside of the sessions:

> "Some children began applying their learning by questioning information they saw online or in videos, asking adults to check if it was real. They also showed greater awareness of online safety by talking about not sharing personal details and recognising when something "didn't look right." A few children linked the story to real life, saying things like, "Maybe that's like the 'Penguin Pig' — it might not be true!" showing they could transfer the story's message to everyday situations"

Teachers and children had similarly positive takeaways about other topics related to staying safe, such as first aid and finances. One teacher shared that the first aid units provided **"key important knowledge for real life".** Another teacher noted that children were able to link their learning about financial risk **"to real-life adult situations**".

Teachers valued how much The Story Project sessions and resources increased their own confidence to approach real-life issues that affect pupils' mental and physical health, with **91.89%** of teachers agreeing or strongly agreeing that that felt more confident in addressing questions and concerns from pupils related to wellbeing. 16 teachers used the word **'informative'** to describe The Story Project, a testament to how effectively the programme builds the knowledge and confidence of staff to navigate wide-ranging safety and wellbeing issues with their pupils.

The power of inclusive and diverse stories

Stories sit at the centre of The Story Project's mission, providing the foundation for every lesson and every learning experience. Each unit for each year group is linked to a text, and teachers have reported positively about the text choices as well as the power of exploring difficult topics and feelings through their themes and characters: **97.2%** of teachers agreed or strongly agreed that they felt more confident creating an inclusive and supportive classroom environment as a result of the programme.

Teachers recognised the impact of using stories as a bridge to discuss sensitive topics and personal experiences. Focus group teachers reported that the **"Stories provide a safer way to share personal thoughts and feelings"** and it was **"easier talking about a character".** According to teachers, the texts are **"high quality", "meaningful", "diverse"** and **"build empathy, confidence and a sense of belonging".**

Diverse texts that reflect varied backgrounds and experiences are central to The Story Project and this is reflected in teachers' experiences:

> "The stories encourage thoughtful reflection, rich discussion and help children make connections to their own experiences" – Lead Teacher

Teachers reflected positively on the impact of using stories to explore a range of topics and feelings:

> "What I value most about The Story Project is its unique ability to use narrative as a "safe laboratory" for children to explore complex emotions. By examining fictional characters, students can safely unpack difficult topics and build emotional literacy without feeling vulnerable"
>
> – Lead Teacher

Teachers appreciated the range of texts offered throughout an academic year, including non-fiction and graphic novels. One teacher reported that the inclusion of graphic novels **"successfully engaged reluctant readers".**

The feedback on individual units shows the impact of inclusive representation on children's attitudes. Feedback from schools highlights key learning points for children, including that **"families can be different", "how to help someone experiencing grief", "what a stereotype was"** and **"how to be respectful to others".** The careful and diverse text choices also helped children to learn about bullying, the importance of being **"an upstander, not a bystander"** and that **"(b)eing part of a community can help make us feel safer and more included".** Feedback from staff delivering the sessions echoed these findings. Teachers reported pupils' increased empathy during discussions about grief and an increased understanding of stereotypes and their impact, with multiple teachers sharing that pupils felt validated by the inclusive representation in the texts, such as of blended and separated families.

Well-structured sessions and creative, multimodal pedagogies

Teachers provided consistently positive feedback on the methods used to approach the books in each unit. One teacher shared in the end of year feedback that what they valued most about The Story Project was its **"variety of activities",** describing the programme as **"interactive, engaging, informative".**

Children and teachers felt that the breathing activities were beneficial. One teacher noticed **"children independently use breathing and self-regulation strategies"** following the sessions and this feedback was echoed across the end of unit feedback from multiple schools. Children from across age groups and schools reported that learning breathing techniques was

a key learning point. One child shared: **"I took a deep breath because I was feeling a little bit angry and it helped me"**, whilst another reflected: **"We learnt how to take deep breaths to calm us down".** Such feedback suggests the impact of practical breathing activities is both immediate and transferrable, equipping children with self-regulation strategies that they can draw on when most needed to manage their emotions more independently.

The settling activities used at the starts of sessions were another popular feature of the sessions.

> "We loved the different types of settle down activities"
>
> – Teacher

Teachers from different schools reported that pupils asked for settling activities during and outside of the sessions, and used them to feel calm, for instance when angry or stressed. Feedback from schools on individual units demonstrates an appreciation for the variety of pedagogical approaches embedded into the resources. These include pair and group discussions, drawing, role play, acting, freeze frames, posters, listening to the stories, as well as hands-on activities such as creating a wellbeing jar and thank you cards. As an example, one pupil reflected on the 'ladder activity' used to recognise escalating feelings, it **"helped me realise there are small steps to achieve a goal".**

> "It is nice that every lesson is also so different and the children get excited to do the settling in activities"
>
> – Teacher

Teachers valued the creativity as well as the accessibility of the varied resources and approaches and the impact that the varied and engaging activities had on pupil engagement. The flexibility of the resources was repeeatedly praised by schools, including one teacher's reflection that there are **"activity choices so that you can tailor it to your class".**

As one Lead Teacher celebrated:

> "Our children actually look forward to PSHE… I think they don't see it as learning"
>
> – Lead Teacher

Beyond the classroom: the wider impact of The Story Project

Findings also show the impact of The Story Project on engagement with parents and carers: **91.5%** of teachers agreed or strongly agreed that they felt more confident when engaging parents and carers in discussions about PSHE, RSHE, and wellbeing. Many schools had received positive feedback from parents and carers, such as improvements in children's self-regulation. In a focus group, one teacher shared that **"parents were highly impressed"** and **"some wanted to purchase the books for home".**

The impact of The Story Project on particular individuals and groups of pupils was also evident from teachers' feedback on each individual unit. One teacher shared in a focus group that **"Quieter children participate more confidently"** as a result of The Story Project, a finding that was echoed in the end of unit data. Teachers noticed emotional vocabulary in everyday interactions and using the strategies learned in other settings, such as in the playground, at breaks and lunchtimes, in other lessons, when goal-setting for SATs and at home.

One Lead Teacher shared that they most valued the impact that the sessions had beyond the classroom:

> The Story Project "brings real life scenarios into discussion for my pupils and helps them develop strategies to take forward in life"

Case Study

This section focuses on one partner primary school, High Crags Primary Leadership Academy. They have been working with The Story Project for over a year. They strongly agree across all the impact measures included in the end of year report regarding the impact of the programme on teaching practice and on pupils and the support given to Lead Teachers. The statements asked and the answers provided by staff at High Crags Primary Leadership Academy are outlined in the tables below.

Impact on own teaching practice

Statement	**Strongly Agree (SA)**
I feel more confident delivering PSHE, RSHE and wellbeing lessons to my pupils	SA
I feel more confident talking about sensitive topics with my pupils e.g. Sex Education, mental health, grief	SA
I feel more confident in addressing questions and concerns from pupils related to wellbeing	SA

I feel more confident in creating an inclusive and supportive classroom environment for PSHE, RSHE, and wellbeing learning to take place	SA
I have better access to all the resources I require to teach PSHE, RSHE and wellbeing to my pupils	SA
I feel more confident engaging parents/carers in discussions about PSHE, RSHE, and wellbeing	SA

Impact on pupils

Statement	**Strongly Agree (SA)**
The Story Project lessons support my pupils' wellbeing	SA
The Story Project lessons support pupils to gain the skills and knowledge to support their wellbeing	SA
The Story Project lessons enhance RSHE outcomes for all my pupils	SA
The Story Project lessons enhance literacy outcomes for my pupils	SA
My pupils are more comfortable discussing their wellbeing needs in class	SA
My pupils are better able to access the PSHE, RSHE curriculum	SA
My pupils are more confident in using a range of vocabulary to describe different emotions (e.g., they use a variety of words to describe 'happy' such as 'cheerful', 'joyful', 'gleeful', 'jolly', etc)	SA
My pupils can better explain reasons why people/characters feel a certain way	SA

Support for Lead Teachers

Statement	**Strongly Agree (SA)**
I have the right support to allow me to lead PSHE in my school	SA
I find the subject leadership resources (available in the membership area) useful for leading The Story Project in my school	SA
I feel able to contact The Story Project for support on leading the subject in my school and I know who to contact	SA

When asked to describe The Story Project in three words, the school chose 'Reflective, Revolutionary, Transformative'. The Lead Teacher reflected positively on the text choices and the impact on PSHE teaching:

> "I love the way that the books are linked to PSHCE objectives. It ensures that children talk about the thoughts and feelings of the characters from the books, which has resulted in better understanding of reading questions"

The school shared affirmative feedback about the **"outstanding support"** provided by The Story Project team. This included reflections on the CPD on offer:

> "It is great to meet up with other schools to discuss Story Project, what they are doing and how they are delivering the lessons. The Conference was fantastic and it was great to see authors speak so passionately"

The feedback from High Crags Primary Leadership Academy on individual units also suggests the wide range of diverse texts and topics that pupils get the opportunity to explore. In their latest feedback (Summer 2026), the school shared pupil and teacher responses on fourteen different texts. Pupils shared their main takeaways from the texts, which included: **"keeping your mind and body healthy", "you can give happiness to all your friends and family", "using devices can affect you(r) sleep and health", "different strategies to look after our wellbeing", "seek help early" as well as practical learning points such as "breathing in and out, counting 1-10", "brush your teeth"** and **"wash hands".** Pupil feedback noted the range of discussions and activities that they had learned the most from, which included **"drawing", "reviewing scenarios", role play such as "being inspectors", "emotional vocabulary grids"** and tools that helped to make abstract concepts concrete, including the **"mental health tree", "respect chain"** and **"calm down pebbles".**

Teacher feedback from High Crags Primary Leadership Academy on the range of units was universally positive. Echoing the feedback from the children, the teachers shared the main learning, including that **"wellbeing is both mental wellbeing and physical wellbeing"** and **"different techniques and methods we could do to support our wellbeing".** Teachers also shared the range of ways in which they noticed the children applying their learning beyond the sessions. Answers included: in Maths and English lessons, helping others and in the playground. Teachers also noted the demonstrable impact of different texts and units on individual learners:

> "One particular child who loves to get things right the first time and would get quite upset over getting things wrong; has had a huge change in their mindset and will happily learn from their mistake and try again"

> "One child (uses) the zones and calming strategies independently when he feels himself getting angry. He now recognises the feeling of anger.

This feedback is reflective of the impact that The Story Project has had across the school community, strengthening staff confidence, deepening pupils' emotional literacy and wellbeing and providing teachers with ongoing and in-depth support.

Working with The Story Project

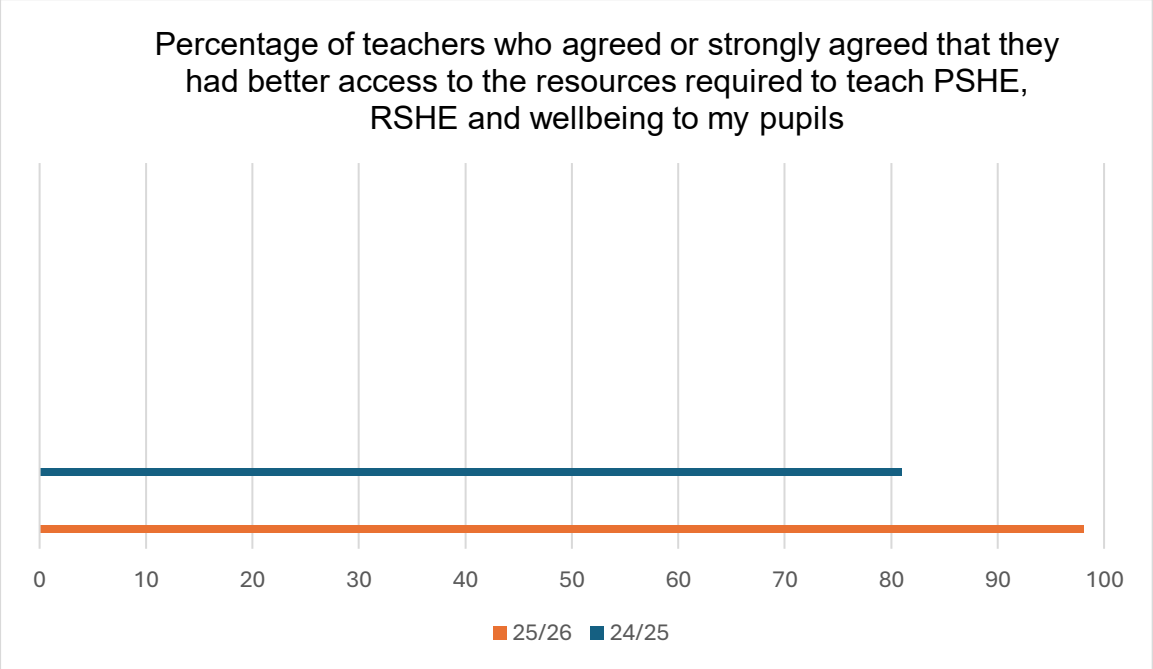
Support from The Story Project team

Teachers provided positive feedback on the planning and support that they receive from The Story Project. They reported that the design of the sessions, and the availability of the expert team, gives staff confidence and made the sessions easy and enjoyable to use.

> "Outstanding support from The Story Project Team"
>
> – Lead Teacher

Teacher confidence and workload

There was satisfaction from partner schools about workload, with resources being clear and easy to use: **98.1%** of teachers agreed or strongly agreed that they had better access to the resources required to teach PSHE, RSHE and wellbeing to pupils. This is an increase from **83%** from the previous year.



> "The planning, resources and slides are easy to use and follow. Everything is readily available and makes delivering lessons easier"
>
> – Teacher

Feedback comments from teachers reflect **how "excellent", "easy to follow"** and **"readily available"** the resources are.

Staff confidence has also increased, with **96.2%** of teachers agreed or strongly agreed that they felt more confident delivering PSHE, RSHE and wellbeing lessons. In focus groups, teachers highlighted their staff's appreciation that **"lessons are fully planned and organised"** and that the **"comprehensive resources increase teacher confidence".** Reflecting on the impact of partnering with The Story Project long-term, one teacher shared that **"teacher confidence has grown through repeated use of the programme".**

> "The quality of the resources and curriculum is exceptional. They are thoughtfully designed, engaging and easy to implement, making it straightforward to deliver meaningful PSHE lessons with confidence. The training and ongoing support have been equally impressive—practical, informative and responsive to the needs of schools. It's clear that a great deal of care and expertise has gone into every aspect of The Story Project, and it has made a real difference to both staff confidence and pupil engagement"
>
> – Lead Teacher

Professional development opportunities

In addition to ready-to-use resources and prompt support, The Story Project offers extensive CPD, for instance through training sessions, network meetings and conferences. Partner schools that have engaged with these broader opportunities have reflected positively on their impact:

> "We love using The Story Project and I have also found training sessions and network meetings really helpful and supportive"
>
> – Lead Teacher

> "The programme is absolutely revolutionary for supporting wellbeing and fostering belonging"
>
> – Conference Attendee

The Story Project Conference, held in April 2026, had a significant impact on teachers' professional development: **100%** of attendees ranked it as highly valuable. Key takeaways from participants included **"renewed motivation"** for The Story Project, **"the power of inclusive texts"** and sharing the perspectives of authors and partner schools. Feedback from attendees suggests the benefits of the broader professional development available for The Story Project partner schools:

> "What an inspirational afternoon - I don't think you quite realise what you've created" – Conference Attendee

Lead Teacher training has proven to be equally supportive for attendee teachers. **100%** of attendees felt that the training prepared them to lead The Story Project in their schools extremely well or somewhat well, and **100%** of attendees felt that the training helped them to gain an overview of The Story Project resources extremely well or somewhat well.

Building on Impact

Evidence indicates a continual strengthening of The Story Project's impact since ImpactEd's independent evaluation (report for 23/24 to 24/25), which already highlighted the positive impact on pupil wellbeing, including improved emotional vocabulary, wellbeing discussions, increased empathy, teachers' reporting of improvements in pupils' literacy and teacher confidence. The themes above all build directly on earlier evidence. Teacher feedback suggests the further consolidation of inclusive practice, such as a text range including graphic novels and diverse fiction and non-fiction. There is also evidence of a continual positive trajectory, as highlighted throuangryghout the report.. For instance, in the 2025-6 data, teachers reported even richer emotional language and developed understandings of wellbeing, with **99.1%** agreeing or strongly agreeing that children could use a wide range of vocabulary to describe their emotions, compared with **76.6%** in the previous report.

More evidence is needed to establish the long-term impact of The Story Project on pupils' literacy, and to separate the programme from other interventions in school. Future data collection could seek to incorporate targeted focus groups to evaluate the impact on different subgroups beyond qualitative observational data.

Recent Ofsted inspections of partner schools have also highlighted the strength of the PSHE and RSHE provision where The Story Project is in place. Inspectors have noted, for instance:

> "'The personal, social and health education programme is mapped comprehensively and appropriately across the school. Leaders have implemented this programme in an engaging way, through the medium of stories. Pupils speak positively about this."

Inspectors also reported that pupils were taught specifically about local safeguarding risks within the programme. This is a testament to the programme's growing external recognition as acknowledged in school inspection feedback.

Next Steps

Feedback from schools also helps to shape The Story Project's ongoing expansion and development. The organisation aims to build on the following areas:

- Develop inclusivity of resources further: feedback from schools has celebrated the accessibility of the resources for a range of pupil ages and needs. However, there are ways that The Story Project aims to expand on this. Future priorities include looking into refining age-appropriate content by adapting stories, questions and activities for EYFS/KS1 and mixed-age classes, as well as expanding **scaffolds** such as sentence stems, visuals and adapted versions of activities to further support less confident readers and pupils with SEND needs.
- Expand range of supplementary resources: some partner schools have expressed an interest in engaging with additional resources, including posters and assembly content.
- Future evaluation work should deepen analysis of impact on specific groups (e.g. EAL and SEND learners) and develop more strategies to measure literacy progress, in order to accurately measure the impact of The Story Project compared to other literacy activities happening in schools.

Conclusion

Schools that have worked with The Story Project have had a very positive experience, and it is clear from the surveyed data that schools feel the programme has improved pupils' emotional literacy, wellbeing and vocabulary. Teachers are also impressed by the structure of The Story Project: it draws on diverse, high-quality texts that help children to understand themselves, and others, better, it is designed in a way that supports teachers' confidence and workload, it draws on utilises creative and engaging pedagogical approaches that engage children, and, importantly, it has a wider impact beyond the classroom, with pupils applying what they have learned in the playground and at home.

When asked to summarise The Story Project in three words, the 111 teachers who responded to the end of year surveys concluded that it is **engaging (46), informative (14), fun (13), accessible (8), thought-provoking (8), relevant (7)** and **inclusive (7).**

98.2% of teachers would recommend The Story Project to others. This is a testament to the positive impact of the programme and the extent to which it meets its aims.

> "one of the most perfect schemes I think we've ever used"
>
> – Focus Group Teacher

To find out more and get involved, visit https://story-project.co.uk/ or email info@story-project.co.uk.

This report has been written by Dr Alice Penfold, a teacher educator, researcher and education consultant with specialisms in reading, literacy and children's and young adult fiction.

