

# Your Recipe for Success

## Contact Details

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**Partnership Name:** Norwich School Sport Partnership

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The National  
Top Up  
Swimming  
Scheme

Case Studies

Please tick the relevant box to indicate which challenge you are sharing

- How you are using the specialist status to improve learning and raise standards in your Sports College
- How you are using the specialism of PE and sport in the development of your School Sport Partnership

## Your Example of Practice title

Using the Top-Up Swimming programme to address Key stage 2 children who are unable to swim 25metres.

## The Challenge

**What did you want to do?** (What problem did you want to address?)

Run a pilot programme with the hub site's feeder schools to investigate the best method of utilising the Top-Up swimming programme in the School Sport Partnership to enable as many Key stage 2 children to swim 25 metres.

## Meeting the Challenge

**What did you do?** (How did you do it? What strategies have you used?)

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- When you get your funding in from Momenta ensure that you keep it separate from the grant. Keep it as a separate fund in the hub school as you will be kept accountable for it.
- When you plan activity consult with as many local partners as you can. This should include the County Sport Partnership, Regional Governing Body Officer, local Swimming Action Group, and the local Swimming Club and facility providers. They may help you to find an instructor, pool time and may have some great ideas about how to implement the programme.
- When you communicate with Heads from participating schools ensure that you give them enough notice of the top-up programme and highlight the importance of the scheme. You could express the government's wish to get every Key Stage child swimming 25 metres as compulsory.
- In order to achieve ensure that you change a dynamic. I.e. do not repeat the same swimming lessons that already happen throughout the year. This may mean using the top-up funds to purchase more pool time, more instructor time, or paying travel costs.
- Be realistic. Do not plan a programme of activities to address all Key Stage 2 children in the first year. Run a pilot with one or two clusters first to see how well it goes and what you could change.
- Be Flexible. If things do not work out do not give up. Do not just do the same as other Partnerships for the sake of it or because it is easy. Think of your individual school's and Partnership's needs and try to work around them.
- Ensure that all schools that are visiting a school off-site are accompanied by a teacher or a support assistant that has completed their Safety in Swimming Certificate or equivalent. This is essential. It is not acceptable for pupils to visit an off-site pool with a responsible adult who does not know the school's pupils or has not completed an appropriate qualification. If you are in any doubt contact your Local Education Authority PE advisor.
- Reward your staff. Go and see the sessions and thank your swimming instructors. Pay instructors a fair remuneration for their work and utilise them to the best of their skills. Liaise with other Partnerships to share good swimming instructors and distribute their work.
- Celebrate your success. Ensure that you give top-up certificates to all pupils that achieve the 25m. Publicise the programme in your Partnership steering group and newsletter, write an article for the local press and write to the appropriate school's Head Teachers to inform them of their pupil's achievement. Feedback your results to the DfES through your Swimming Top-up coordinator and ensure that the programme's targets are included in the school's annual PESSCL survey.
- Try to make the programme sustainable. Liaise with your local Swimming Club to create an opening for those that want to continue to swim. Liaise with your Swimming Top-Up regional officer to establish a swimming instructor's course for AOTTS. Talk to local development staff to determine if there is anything that you can offer participants such as discounted swim vouchers or places on a summer scheme.
- Be Flexible. If things do not work out do not give up. Do not just do the same as other Partnerships for the sake of it or because it is easy. Think of your individual school's and Partnership's needs and try to work around them.

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## Impact

**What difference has this made?** (What differences are you seeing in young people e.g. attitude, behaviour, achievement and attainment? What evidence do you have?)

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During an extremely successful 2 weeks, children from Mill View, Larkman, West Earlham, Blackdale, Wensum, and St Michaels Middle Schools took part in 45 minute swimming sessions at Earlham High School. The sessions were specifically aimed at Year 6 pupils who had been identified as needing extra lessons to achieve their key stage 2 requirements. Out of the 90 swimmers who attended regularly over the 10 sessions, 87 of them were able to achieve the distance requirement of 25m and were able to swim on their front and their back, with the remaining achieving a minimum distance of 10m.

Children who previously had been frightened of swimming and had not enjoyed lessons said how much fun they had had and now they really enjoyed swimming and playing with their friends in the water. Sally from West Earlham Middle School asked if she “could come again all next week” and Daniel from Mill View said “I used to hate swimming, now I really enjoy it and find it relaxing”

Staff accompanying the swimmers commented on how much the pupils had improved how much progress they had made and the improvement in their confidence and self esteem.

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**Why did it work?** (What were the critical factors which made this work for you?)

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See above.

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**Please complete and send to your Regional Top Up Coordinator.**