

Your Recipe for Success

Contact Details

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Partnership Name: Chesterfield School Sports 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

Top – up Swimming

The Challenge

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

To improve water confidence, basic technique and raise skill level. Targeting y6 pupils who previously have no or little experience of swimming. The aim was for every swimmer to reach the goal of swimming 25m unaided, increasing the amount of pupils meeting national curriculum standard by the end of key stage 2.

Meeting the Challenge

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

At the beginning of the January – March term we had 44 swimmers on the scheme of which 10 reached the 25 metre standard. The swimmers that did not achieve this were invited back for the term April – July.

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?)

Out of the remaining 34 swimmers 19 (9 girls and 10 boys) reached the target goal of 25 metres, but more importantly every swimmer became more confident and made huge advancements in skill and stroke technique. Teachers have reported back that swimmers that expressed fear and concern about swimming before the start of the scheme have become enthusiastic and eager to attend their lessons. While I have been teaching at our local pool I have had swimmers from the scheme approach me and asked me to watch them and their friends as they are eager to show me what they can do now. This in its self is satisfying to have confirmed that once a swimmer leaves the scheme they have the willingness to step out on their own and advance their confidence and skills by them selves. As a teacher I am very proud of the fact that I have been involved in the scheme and that I have been able to play a small part in helping these children gain one of the most important life skills anyone of us could learn. If not for this scheme I doubt that any of these children would have ever learnt the importance and joy of swimming and consequently they would have more than likely produced another generation of non swimmers.

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

Co-Operation of the schools. 2. Eagerness of the swimmers to succeed. 3. Clear Objectives. 4. Partnership support. 5. Support of ASA Regional Top-up Co-Coordinator. 6. Continual evaluation and adjustment of lesson plans to suit the needs of individual swimmers.

Please complete and send to your Regional Top Up Coordinator.