



## Swim:ED School Impact Case Study Template

### School Information

School name:	<b>Ravensthorpe Primary School</b>
Contact name:	<b>Emma Ward</b>
Position:	<b>Head Teacher</b>
Dates of Swim:ED delivery:	<b>04/11/25 – 17/12/25</b>
Year groups participating:	<b>5 and 6</b>
Number of children engaged:	<b>95</b>

### Data

	<b>Pre-Swim:ED (Initial assessment)</b>	<b>Post-Swim:ED (Final Assessment)</b>
Percentage of children able to swim 25 meters:	Yr 5 – 11%. Yr 6 – 14%  Overall: 13%	Yr5 – 35% Yr 6 -64%  Overall: 54%
Water safety:	Yr5 –0% Yr 6 – 0%  Overall – 0%	Yr 5 –51% Yr6 – 79%  Overall – 71%
Attendance rates of the classes participating*:	National Average for the same time last year 94.7%	96.1%
Behavioural incidents of the classes taking part*:		
* Period that the pre-Swim:ED data is taken from:	Initial assessment	

### Feedback

#### Pre-Swim:ED Delivery

##### 1. School's initial challenges

What were your school's main challenges or difficulties with traditional swimming programmes?

Organising swimming provision can be a significant challenge for schools, particularly when access to pools is limited. Logistical issues—including coordinating coaches, managing staff cover, planning around missed lessons, and handling kit—can place a considerable burden on PE leads and school leadership.

Swim Ed effectively addresses these challenges. Staffing is simplified, with one member of school staff accompanying the group while other teachers remain in the classroom. This allows children to receive more focused support in smaller groups during regular lessons.

The program's on-site pool location eliminates travel time and associated logistical complications, enabling children to access swimming sessions multiple times per week without disruption.

Overall, Swim Ed removes the administrative and operational burdens typically associated with school swimming, allowing schools to offer regular, high-quality sessions that are both convenient and impactful.

## **2. Reason for choosing Swim:ED**

Why did your school decide to implement the Swim:ED programme? What stood out about it?

Historical data showed that only 24% of our children were leaving school able to swim 25 metres. It was clear that continuing with the same approach would likely produce the same results. Reviewing impact data from other schools reinforced the need for change and made the decision to act even easier. However, our local pool only offered a Friday 2:30 pm slot, which wasn't practical for our schedule, so we had to explore alternative approaches.

## **3. Expectations for the programme:**

What were your initial expectations for the Swim:ED programme? How did you envision it impacting your school?

Prior to starting the program, I did not have specific expectations; my primary goal was simply to see an improvement over our previous provision. In particular, I was seeking greater convenience, minimal disruption to children's learning, better outcomes for the children, and access to swimming sessions.

The program has significantly exceeded these expectations. Notably, the proportion of children able to swim 25 meters has increased from 24% last year to over 60% within just a six-week period—an outstanding achievement. Additionally, our Year Five students are already demonstrating stronger swimming abilities than the previous Year Four and Year Six cohorts at the same stage, which positions us positively for future years. Overall, the program has surpassed our initial hopes and delivered exceptional results.

## **4. Onboarding experience**

What was your experience of the Swim:ED onboarding process? How was the transition managed by our team?

The onboarding process with Fiesta Sports Coaching was straightforward and highly supportive. Although our school had a very short period of time to get everything in place, the team provided clear guidance and resources, including risk assessments, curriculum coverage, and service-level agreements, all organized in a single, easily accessible location. This preparation made the implementation manageable despite the tight timeline.

Integrating the program into our school routine presented some initial challenges with timetabling, but these were quickly resolved. Once established, the program ran smoothly and required minimal involvement from school leadership. Fiesta Sports staff seamlessly became part of the school team, managing staff absences independently and providing flexibility to accommodate trips, assessment weeks, and intensive swimming schedules for different year groups.

Overall, the process was efficient, flexible, and highly effective, allowing the program to operate successfully within our school with minimal disruption.

## **Programme Impact and Experience**

### **1. Impact on children**

What were the most significant changes observed in children who took part in the Swim:ED programme?

Throughout the Swim Ed programme, the most significant change observed was the overwhelming sense of joy and excitement shown by all participating children. From the outset, sessions were filled with enthusiasm, which continued to grow as the weeks progressed. Alongside this enjoyment, there was a clear increase in confidence, with children becoming more comfortable and willing to challenge themselves in the water. Perhaps most notably, the children consistently celebrated one another's achievements—no matter how small—creating a supportive and encouraging environment that enhanced both individual progress and group morale.

Please share specific stories of individual impact.

## 2. Impact on Staff

What changes did you observe in teaching staff's workload or stress levels, when comparing Swim:ED to your traditional swimming provision?

The impact on staff workload has been positive. The Swim:ED programme is completely managed by the Swim:ED team, which has made the process genuinely stress-free for school staff and leaders. Communication has been clear and proactive throughout, meaning staff have always known what to expect.

Unlike traditional swimming provision, there has been no need to organise coaches, arrange transport, plan staff cover for absences, manage changing room supervision, or deal with lost swimming kits. Teachers have remained in school, lessons have continued as normal, and the administrative burden typically associated with swimming has been removed entirely.

Please share observations or stories from members of your team:

Support staff have consistently reported that this approach is far more impactful than traditional swimming lessons. Children spend significantly longer in the pool, with no waiting around, and sessions are focused, purposeful, and well structured. Fewer staff are required, yet children receive more meaningful instruction and practice time.

Staff have acknowledged that the six-week programme is intense, but they have also been clear that it is absolutely worth it when you see the progress the children make and the enjoyment they get from the sessions. Seeing pupils develop confidence, pride, and independence in the water has been incredibly rewarding for the adults supporting them.

## 3. Overall School Impact

What changes did you see in school dynamics or atmosphere as a result of the Swim:ED programme?

The program has provided significant benefits beyond swimming skills. A key outcome has been the children's increased awareness of water safety, fostering caution and responsible behaviour around water—an essential life skill.

Additionally, we have observed improvements in attendance among the Year Five and Year Six cohorts participating in the swimming sessions, indicating higher engagement levels. The program also aligns strongly with our school values of *Be Proud, Be Respectful, Be*

*Aspirational.* Children have shown pride in their own achievements and those of their peers, celebrating each other's successes.

Access to regular swimming has been particularly empowering for children who previously thought they could not swim. Many now demonstrate determination and resilience, frequently asking to try again to reach milestones such as swimming 25 or 50 meters. This fosters aspiration, confidence, and a willingness to take positive risks—qualities that extend beyond the pool and into broader learning and personal development.

Please share feedback from parents and/ or your local community:

How did the Swim:ED programme impact your school environment, both academically and socially?

The programme has had a very positive impact on the school environment. We have seen higher attendance in the year groups taking part in swimming, with pupils clearly motivated to attend school on swimming days.

Socially, the programme has brought children together in a powerful way. Pupils actively cheer each other on, encourage perseverance, and celebrate successes—no matter how small. This sense of shared achievement has strengthened peer relationships, built confidence, and reinforced our school values of being proud, respectful, and aspirational.

Were there any unexpected outcomes or benefits that arose from implementing the Swim:ED programme?

Reflecting on the implementation of the Swim:Ed programme, a number of unexpected outcomes and benefits became apparent. Attendance across the two year groups involved increased noticeably, suggesting that pupils felt more motivated and positively connected to the sessions. There was also a marked improvement in teamwork and peer support, with children showing greater encouragement, patience, and empathy towards one another. The programme extended beyond the school setting, as the local community strongly supported the initiative and the school's wider aims. Collectively, these outcomes highlight how Swim:Ed not only developed physical skills, but also fostered improved wellbeing, resilience, and a shared sense of achievement among pupils, staff, and the wider community.

What long-term benefits do you anticipate or have already observed from the Swim:ED programme?

Swimming is a vital life skill, and the long-term benefits of this programme are significant. Children are developing essential water safety knowledge and self-rescue skills that will stay with them for life. Ensuring pupils can swim confidently before leaving primary school increases the likelihood that they will continue swimming into secondary school and beyond.

Many children began the programme with little or no experience of swimming and were heavily reliant on floats. Over the six weeks, we have seen a remarkable transformation—most pupils are now able to swim independently, confidently put their faces under the water, and most importantly, enjoy swimming.

#### **4. Recommendation**

Why would you recommend Swim:ED to other schools? If so, why?

I would highly recommend Swim Ed to other primary schools due to its demonstrable success and ease of implementation. In our school, the proportion of children able to swim

25 meters increased from 24% to 64% within a short period—a remarkable 40% improvement in outcomes.

Beyond measurable results, the program is entirely hassle-free for school leadership. Swim Ed enables schools to deliver both in-school swimming and after-school clubs without requiring additional management. All logistical aspects—including coaching staff, lifeguards, pool testing, and security—are fully handled by the company, allowing schools to focus on teaching and learning.

The program has also positively impacted the school culture. Swimming has become a highlight for students, reflected in improved engagement and attendance. By simplifying curriculum delivery and providing a high-quality, enjoyable experience for children, Swim Ed stands out as an effective, low-burden solution for primary schools.

## Testimonials

### Head Teacher/SLT Testimonial

Name	Emma Ward
Position	Head Teacher
Quote	This has been one of best things I've done for children – seeing them gain confidence and have fun whilst learning to respect the water has been very rewarding.

### Staff Member Testimonial

Name	Alison Aquilina-Evans
Position	HLTA
Quote	When children were return to their classrooms, they were happy and excited talking about the swimming it was positive to see the excitement from them

### Child Testimonial -

Name	Amelia
Quote	I think it's pretty cool, personally, because you just have to walk to a pool. You don't have to on a bus or anything to go to a separate building, as it's just on the playground, so it's easier.  Q: What would you tell someone who's unsure about doing Swim:ED? It's great, just give it a go, try it!

## Additional Notes

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