Making the Case for Swimming in Education

An Easy Guide to Research
Making the Case for Swimming in Education

A Bibliography of Research

Introduction

This bibliography of research is designed as a handy reference for those members of the ASA who are undertaking projects linked to swimming in schools and young people. The list is comprised of a mix of reports, academic research and survey work and, where possible, covers swimming in a number of different countries. The intention is that it should be used by non-specialists and specialists alike.

The document is broken down into 3 main sections- the first part briefly summarises the documents by title so that the reader can quickly browse by author or title; the second section consists of a short synopsis of what was found. Many of the reports are long and, almost invariably, have a range of findings. The commentary therefore attempts to capture the essence of the report with regard to school swimming so that the reader can grasp the main content of the document. Each item in this section is broken down into an overview, key recommendations and conclusions and a website address or other link. Where there is no link to a web site, we provide alternative details as to who can supply the document. The third section provides a detailed timeline of the development of school swimming in England. It is based on the legislative and main chronological developments and is designed as a further handy reference.

Who this document is for

This document is designed for ASA colleagues who:

- are quickly seeking to find out more about school swimming
- are trying to find a start point for an area that they need to research
- need to make the case for an aspect of school swimming
- need school swimming information that can be fed into a document they are preparing

Acronyms

The following acronyms are used in the report:

DFES- Department for Education and Skills
DCSF- Department for Children, Schools and Families
SWAG- Swimming Advisory Group
CCPR- Central Council for Physical Recreation
OFSTED- Office for Standards in Education
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1 School Sport Survey, Department for Children, Schools and Families- TNS Social Research, 2008

Overview

This survey reported on the fourth year of research among schools which form part of a School Sport Partnership. The survey had also previously taken place in 2003-4, 2004-5, 2005-6 and 2006-7 and the findings in these surveys are similarly easily obtainable. For the 2008 Survey, information on levels of participation in sport was collected between May and June 2007. 21,745 schools submitted information. The survey provides useful comparative information on participation at school level between swimming and other sports.

Key conclusions/learning

The survey found that swimming along with dance, golf, cricket, gymnastics, tennis, karate and martial arts was among the sports with the largest percentage increase in club links. Swimming’s club links have steadily been increasing- 26% in 2003-4, 29% 2004-5, 37% in 2005-6 and 42% in 2006-7. The average number of links by partnership schools to sport clubs was 7.

As a general observation, it is worth noting that there were no significant increases in the amount of time devoted to PE in Years 10 and 11 from the previous year. 70% of pupils in partnership schools participated in at least 2 hours of curriculum PE. The Public Service Agreement between the DCSF and the DCMS set a target of moving from 25% in 2002 to 75% in 2008. The original target is therefore within reach.

Web or other links


The 2006-7 Survey can be found at:

The 2005-6 Survey can be found at:

2 Independent Review of the Primary Curriculum – DCSF – Sir Jim Rose - 2009

Overview

Sir Jim Roses’ examination took the form of an independent review of the primary school curriculum in England. The recommendations were for seven “programmes of learning” with swimming forming part of the “Understanding physical development, health and wellbeing” programme.
Key conclusions/learning

The Review supported the view that swimming should form part of the five hour offer per week of physical activity. More specifically, pupils should be able to swim a minimum distance of 25 metres unaided, float and move safely in water, together with survival skills.

Web or other links

http://www.dcsf.gov.uk/primarycurriculumreview

Government departments — Swimming reports

3 Swimming Charter – Department for Education and Skills 2003

Overview

The Charter was written as part of the support structure for the Physical Education, School Sport and Club Links (PESSCL) Strategy implemented by the DfES and the DCMS aimed to ensure that 75% of 5 to 16 year olds spent a minimum of 2 hours a week on high quality PE and school sport. Swimming is integral to the fulfillment of this strategy.

Key conclusions/learning

Drawing on best practice from established swimming strategies, the Charter aims to give advice and guidance to schools, local authorities, parents and young people on how best to meet the minimum Key Stage 2 requirement and on the progression from it.

The Charter aims to strike a balance between what is expected of an effective swimming strategy and the flexibility needed to suit local circumstances. It covers day to day issues concerned with the delivery of swimming, illustrated by case studies, and embraces strategies designed to encourage reluctant swimmers, to meet special educational needs and help those in minority groups.

Web or other links


4 Local Exercise Action Pilot Scheme for Swimming- Department of Health-Plymouth Primary Care Trust- 2007

Overview

The Local Exercise Action Pilot (LEAP) for swimming offered free swimming and encouraged young people to take part in an aquatic youth club. The LEAP project was led by Plymouth City Council in partnership with Plymouth PCT and the project was funded by the Department of Health. Encouraging
young people to take part in swimming at secondary school has become problematic given the lack of swimming lessons available to this age group. The aim behind the scheme was to:

- Investigate a range of measures for increasing levels of physical activity in young people to the recommended level of one hour's moderate intensity activity a day, with swimming being central to the overall project.
- Identify young people, between 13 and 14 years old, whose health would significantly benefit from increasing their levels of physical activity through a free swimming programme.
- Develop a multi-agency referral process and selection toolkit to identify those young people who are in most need of support.

Young people were selected based on the following themes: health, deprived priority neighbourhoods and wards, economic indicators, education, family indicators, and black and ethnic minority groups and refugee and asylum seekers.

Key conclusions/learning

Plymouth City Council found that free swimming for young people worked best when they were able to influence the programming at the Youth Club in Water to ensure that activities reflected their needs. The employment of a qualified youth worker at the Youth Club in Water helped to get young people involved. It was also determined that the programme worked best when it provided a mixture of structured and unstructured swimming/pool related sessions.

All young people were issued with a 'free swimming pass' that enabled them to access any public swimming sessions free of charge at Council run pools. This was supported by a 'Youth Club in Water' which was run at 3 indoor pools and offered young people the opportunity to try a variety of activities including aquafit, swimming lessons/coaching, lifesaving, inflatable fun sessions, octopush and water polo.

Web or other links

Core information from the Department of Health:

http://www.dh.gov.uk/en/PublicHealth/HealthImprovement/HealthyLiving/LocalExerciseActionPilotsLEAP/DH_4133549

Information on the research from Leeds Metropolitan University:

http://www.leedsmet.ac.uk/ces/lss_old/LEAP/What%20Has%20Been%20Done.htm

5 National Curriculum for Swimming – Amateur Swimming Association

Overview

This power point presentation is a useful overview of all aspects of the National Curriculum Key Stages 1, 2 and 3 swimming.
Key conclusions/learning

It presents the programme of study for swimming and water safety for all three stages. It also covers the Qualifications & Curriculum Authority (QCA) core tasks and expected standards in swimming and water safety. Cross curricular links are demonstrated as is the role of swimming and water safety in relation to physical education.

Web or other links


Government agencies

6 Young people and sport in England 1999 – Sport England- A survey of young people and PE teachers

Overview

This report covers participation in all sport both within the school curriculum and in extra-curricular activities and, therefore, has many implications for swimming.

Key conclusions/learning

There is generally less time now available for PE within primary schools and the report concludes that there was a specific concern about the declining levels of participation in swimming in primary schools particularly as swimming is a requirement of the National Curriculum.

However, the most common activity that young people took part in was swimming. This popularity was identified largely due to young people swimming outside of school lessons as many schools, particularly secondary schools, have difficulty gaining access to pools. More specifically, swimming was also the most popular activity among girls and with primary age children.

Web or other links

http://www.sportengland.org/research

7 Young people and sport in England- Trends in participation 1994–2002- Research study conducted for Sport England by MORI

Overview

In Young people and sport in England, research was conducted on young people in the curriculum years 2 to 11 with the age range from 6 to 16 years and on their PE teachers. The research embraced participation in sport in PE lessons and extra-curricular activities as well as the adequacy of sports facilities.
Key conclusions/learning

Swimming continued to be one of the three most popular “out of lesson” activities together with cycling and football and in 2002 was the most common frequent activity for young people.

During the research period, a rise was reported in the number of primary schools which had access to a greater range of facilities, notably indoor swimming pools. However, a greater proportion of primary schools still do not have access to such facilities. PE teachers in secondary schools reported a decline in the availability of outdoor swimming pools giving rise overall to concerns over inadequate swimming provision.

Web or other links


8. The PE and Sport Strategy for Young People- Sport England/Youth Sport Trust

Overview

This Strategy helps to frame the implementation of the Government’s Public Service Agreement (PSA) 22, indicator 5, which is to ‘deliver a successful Olympic Games and Paralympic Games with a sustainable legacy and get more children and young people taking part in high quality PE and sport – through the creation of a world class system for PE and sport’. The PESSYP Strategy aims to achieve this through the delivery of five hours of high quality PE and sport per week for all young people aged five to sixteen years.

Key conclusions/learning

While swimming is not discussed in detail in this document, given its place in the National Curriculum, it was to form an important component of the five hour offering. Targets are set for successful outcomes and the scope of the offering aims to extend beyond the curriculum to pathways to club and elite sport.

The two key priorities are to improve the quality and quantity of curriculum PE on offer in schools and to improve the quality and quantity of sport accessible and available to young people on school/college sites, in clubs and in the wider community. It was considered that effective delivery will rely on strong partnerships across a range of agencies.

Web or other links

http://www.youthsporttrust.org/page/pessyp/index.html
9 Swimming in Key Stage 2- Ofsted- 2000

Overview

The report draws on evidence collected from schools in 1999. Although at this time there was a temporary suspension of full National Curriculum requirements on schools, swimming remained a compulsory element of the Curriculum. The standard of swimming at Key Stage 2 was evaluated as was the quality and effectiveness of the teaching, including classroom based work, and support given to non-swimmers. The organisation of the swimming programme was also reported on.

Key conclusions/learning

Ofsted concluded that schools should have a clear policy and effective planning and teaching strategies to ensure that all pupils are able to swim 25 metres competently by the end of Key Stage 2. Priority should be given to the non-swimmers and funding targeted towards this.

It also surmised that swimming should be introduced as early as possible at Key Stage 2 to make the most effective use of limited time and to provide pupils with the greatest opportunity. It also underlined that the National Curriculum programme of study relating to water safety and survival should be fully implemented. It further commented that records of pupils’ attainment in swimming should be kept and passed on to their secondary schools.

Web or other links

http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Curriculum/Physical-education/Primary/Swimming-in-Key-Stage-2/(language)/eng-GB

10 Audit of Swimming Provision in Schools, Scottish Executive, 2001-2

Overview

This audit was conducted in response to concerns over the perceived decline of the availability of school swimming lessons in Scotland. All 32 local authorities in Scotland responded and these replies provided an insight not only into the level of provision, but into the barriers to successful school swimming.

Key conclusions/learning

It was found that the provision of school swimming was slightly better than had been previously considered. All authorities provided some swimming within the curriculum and, in 18 authorities; all primary schools taught swimming as part of the curriculum. However, over 25% of schools made no provision for swimming.

The Audit noted that four authorities had lower than 50% provision in all schools within their area. These tended to be in rural areas where lack of funding, time and transport were also barriers. It was found that most of the authorities carried out some form of assessment but there was no uniformity in
the assessment schemes. Overall, the report considered that school swimming in Scotland was not as poor as first thought but there were areas, mainly where schools faced many barriers, where there was little provision.

Web or other links


11 Swimming Provision in Scottish Schools – Learning and Teaching Scotland – 2003

Overview

This project was based on the subject of the provision of swimming within local authorities in Scotland was prompted by a concern about the uneven nature of swimming delivery within education. The aim was to identify barriers to swimming provision and demonstrate areas of good practice.

Key conclusions/learning

The Report felt that successful and consistent provision is most likely when:
- There is a clear policy on provision and the management of swimming is the responsibility of one department or person
- There is cooperation between education and recreation departments
- There is cooperation between facility providers and deliverers and where maximum use is made of school pools
- There is a commitment to adequate, ongoing funding
- Class size is important for successful learning and targets are set
- All agencies involved cooperate to maximise the resources available

Web or other links


12 Reaching the Key Stage 2 standard in swimming – Ofsted 2007

Overview

This report assessed the impact of previous government initiatives designed to improve the standards and provision of swimming at Key Stage 2. It evaluated the quality and effectiveness of provision in primary schools, with a particular focus on the impact of the then DfES’s national top-up swimming programme (now part of the School Swimming Improvement Service) for pupils who have difficulty reaching the Key Stage 2 standard of swimming 25 metres unaided.
Key conclusions/learning

In the majority of cases swimming provision and teaching was good; however, in half of the schools visited the impact of the national top-up programme was inadequate so that a significant minority of pupils entered Key Stage 3 unable to swim the expected 25 metres. It was recommended that targets should be set for the number of pupils meeting Key Stage 2 requirements and that the top-up programme should be extended into Key Stage 3 to benefit those pupils who had failed at Key Stage 2.

It was felt that top-up lessons were most successful when provided during term time when participation could be maximised. The Report underlined that the duty rests with the schools both to develop the talented swimmer and to ensure that those making the least progress are identified and their progress tracked.

Web or other links

www.ofsted.gov.uk

INTERNATIONAL REPORTS

13 Junior Sport Policy, Len Yeats, Swimming Australia, 2004

Overview

The preamble to the document outlines ‘The purpose of this junior sport policy for Swim Australia is to assist in the provision of quality sport experiences for young people. It will encourage the provision of safe, enjoyable and accountable environments for everyone involved in junior swimming.’ Whilst not focusing on school swimming, the policy document covers the whole area of junior swimming of which school swimming is a considered to be an element.

Key conclusions/learning

The policy emphasises that traditional swimming carnivals will continue to form an important part of most school curricula. Overall, it seeks to get young people involved in the sport in the long term and lays down some important principles such as duty of care issues which are similar to some of the pillars of the Long Term Athlete Development Model in this country.

It sets out a framework for young people swimming between the ages of 5 and 17 years. Its main areas of concern are swimmer development and pathways, proposed strategies for forming links, ensuring quality coaching for junior swimmers and making swimming safe. Whilst it only touches on school swimming, it recognises its role at the beginning of the swimmer pathway.

Web or other links

14 The Water Safety Taskforce – Final Report, Singapore

Overview

The Ministry of Community Development, Youth and Sports (MCYS) in Singapore convened a multi-agency Water Safety Taskforce in 2005 comprising representatives from the public and private sectors to review water safety issues with a view to reducing the number of deaths by drowning.

Key conclusions/learning

The Final Report stated that programmes should be established to promote the importance of water safety and improve swimming proficiency particularly in young people. The Report set out some straightforward facts. For instance, it was stated that schools, especially primary schools, are the most effective channels for these programmes. The Government will encourage water safety lessons to be delivered through either physical or health education lessons. Students will be encouraged to participate in swimming programmes, and practical support in terms of funding and suitable packages to suit the needs of different families and schools should be provided.

Web or other links


Overview

The objective of the study was to examine physical activity levels during swimming and non-swimming physical education classes and to compare outcomes. An initial study found that the System for Observing Fitness Instruction Time (SOFIT) could be employed to determine physical activity engagement levels in swimming classes.

Key conclusions/learning

The researchers worked with 39 classes of pupils between the ages of 8 and 12 years who were asked to take part in one swimming and one non-swimming physical education class. The two types of classes were videotaped and 234 students had their physical activity levels quantified using SOFIT.

It was found that students were more engaged in moderate-to-vigorous physical activity during swimming classes than during non-swimming classes which led to the researchers advocating the inclusion of swimming lessons in physical education. However, they also noted that as a result of the average engagement in moderate-to-vigorous physical activity being lower than the recommended 50% in 41% of swimming classes and in 77% of the non-swimming classes, more comprehensive efforts would be needed to increase physical activity levels during both types of physical education classes.
16 The National Federation of State High School Associations Participation Report, 2008-9

Overview

It is interesting to consider school swimming participation levels in the world’s most successful swimming nation. Each year, all the state high schools in the 51 states in the USA take part in a national survey which provides core information on participation in sport at school level. 3,114,091 girls and 4,422,662 boys took part in sport in the 2008-9 school year. This amounted to 55.2% of school pupils, a slight increase from 54.8% the previous year.

Key conclusions/learning

The findings in this national survey are a reflection on the National Federation of State High School Associations Initiative 'Take Part Get Set for Life' which forms part of its 2008-11 Strategic Plan. Swimming and diving gained the most participants in 2008-9 with an extra 29,967 pupils taking part at school level in the USA.

Among boys, 6,556 schools and 130,182 pupils took part in swimming while the proportion was larger among girls with 6,902 schools and 158,878 pupils. Overall this meant that swimming and diving was the tenth most popular sport among boys and the eighth among girls. Within schools, swimming and diving enjoyed the tenth highest number of participating boy’s schools and the ninth highest number of girls’ schools.

Web or other links

http://www.nfhs.org/content.aspx?id=3282&linkidentifier=id&itemid=3282


Overview

This survey reviewed existing policies on water safety education, including swimming lessons, from various European countries, with the aim of transferring the best practice learned to other countries with less well established programmes.

Key conclusions/learning

The Survey concluded that all policies target primary school pupils from 5 years of age whilst several countries continue lessons beyond the age of 10 years. While most policies have some public funding, this is usually inadequate with private contributions needed.
The Survey stated that there is no consensus on the number, content and evaluation of lessons and noted that the lack of monitoring of current policies makes it difficult to assess the level of success or whether water safety education leads to increased levels of swimming ability. Interestingly, it was felt that while swimming lessons increase swimming ability the survival benefit of swimming lessons has yet to be established. The Survey recommended that, in order to provide all children with access, Ministries of Education take the lead on all issues of water safety.

Web or other links

http://www.eurosafe.eu.com

ASA reports for government departments


Overview

Set against the continued concerns over the delivery of school swimming, this detailed report examines every aspect from a review of school pools to the mechanics of school swimming lessons. Examples of best practice are included.

Key conclusions/learning

The Review concluded that many primary school pools were closing pools which made it more difficult for schools to provide swimming due to access, financial or transport barriers. It was felt that pool operators should be encouraged to give time to school swimming. The Report stated that primary schools needed help with funding both for transport and tuition and that there is a need for a new strategic intent to arrest the decline in primary school swimming.

The report recommended that greater emphasis should be placed on water safety education, both on the part of the pupil and the teacher and reiterated that the 25 metre Key Stage 2 standard would not necessarily ensure the pupil was safe. A greater emphasis should be placed on the link between health and safety.

The Report stated that all local authorities should be encouraged to have a swimming strategy. It was also felt that higher and more extensive levels of training were required for those teachers that deliver school swimming. It further commented that school swimming should be free and provision not based on the ability to pay. The Report stated that the National Curriculum had set a standard of swimming that it would like to see achieved and that there is little point in setting these targets whilst placing ‘barriers to entry’, the key barrier being that all primary school children should have the minimum opportunity to achieve this target without recourse to alternative funding.

Web or other links

A copy of the Report can be obtained by contacting info@hnicons.co.uk
Measures of Attainment in Primary School Swimming- An Impact Study based on Key Stage 2 Pilot Schemes – HNI International 2003

Overview

This report was prompted by the Government’s response to the Swimming Advisory Group’s (SWAG) recommendations. The publication outlined a package of measures, part of the Government’s overall Sport and Club Links Strategy, to address the SWAG recommendations. One of the measures was the introduction of 2 pilot schemes for children who were unable to achieve at least 25 metres in their final year of junior school, a requirement of the National Curriculum. The study reported on the results of ten intensive swimming lessons and examined and informed on the barriers to achieving the Key Stage 2 standard.

Key conclusions/learning

The intervention proved to be successful with 51% and 68% respectively achieving the Key Stage 2 standard by the end of the scheme. The current delivery of school swimming was found in many cases to be too fragmented to be effective. Home culture was found to be a major barrier to success allied to the swimming culture at school.

Many children gained emotional benefits from the scheme that outweighed the measurable outcomes. The sense of achievement and satisfaction gained, for many, transcended anything else they had so far experienced.

Web or other links

Copies of this report are available from HNI International or contact Jon Glenn, ASA Head of Learn to Swim, at jon.glen@swimming.org

Top-up Swimming Toolkit – ASA/DfES – 2005

Overview

The Toolkit provides all the information necessary to those involved in the delivery of top-up swimming (now the Schools Swimming Improvement Service) which is aimed at supporting those pupils unable to achieve the Key Stage 2 swimming standard.

Key conclusions/learning

This guide can be used by anyone involved in delivering top-up swimming lessons, taking the individual step by step through the processes and providing a clear route map for the programme. It provides detailed guidance on all necessary elements of the organisation from booking a pool and a swimming teacher to transport requirements. Lesson content is fully covered, with sample layouts, as is testing and recording results.
The Toolkit is supported by a range of other helpful links and suggestions from health and safety aspects at the pool, extra-curricular swimming activities to swimming teacher qualifications.

Web or other links

http://www.teachernet.gov.uk/_doc/9627/Top%20up%20toolkit.pdf

21 Report on the public consultation on the proposed school top-up swimming programme- DfES-ASA-HNI International- 2005

Overview

The Report produced feedback on a consultation carried out prior to the establishment of top-up swimming in England. The consultation consisted of a series of meetings with key stakeholders and focus group sessions. The sessions were held during early 2005 in Leeds, Nottingham, Lewisham, Stratford-upon-Avon, Burnley, London Borough of Sutton and North Cornwall. The purpose behind the consultation was to provide feedback that would help scope the coming national top-up programme.

Key conclusions/learning

Among a range of conclusions, it was felt that teachers should see participation in school swimming lessons as a matter of health and safety as much as a matter of sport. The consultation highlighted that it was generally felt that financial support for top-up swimming was purposeful because the pupils most likely to benefit were pupils who would often receive very little support from home.

The Report underlined that top-up swimming lessons were likely to produce better results if given in a quiet environment without the presence of fellow school pupils and too many spectators. It also reported that the respondents felt that, in order for the money to be spent well, top-up funding should be fully accountable and transparent. A further recommendation was that, as far as possible, parents should be involved in the top-up process. Many of the pupils taking part in top-up swimming would, in the future, come from families where there would be little parental interest in swimming. It was also underlined that School Sport Partnerships and the ASA Regional Education Co-coordinators, as it was then proposed that they would be called, ensure that all schools in a partnership/area would be fully aware of the top-up programme well in advance in order that they could plan accordingly and maximise the opportunities.

Web or other links

The report is available from Jon Glenn, ASA Head of Learn to Swim, at jon.glenn@swimming.org
ASA reports

22. ASA School Swimming Strategy

Overview

The Strategy’s vision is to ensure that every child has the opportunity to participate in high quality school swimming linked to community programmes, delivered by appropriately qualified people in a safe environment.

Key conclusions/learning

The document focuses on Government policy and guidance from other relevant bodies, advises on how to influence thinking both at national and local level, covers the development of training and resources and demonstrates best practice. All areas are supported by targeted operational plans.

Web or other links


Overview

The aim of this document is to provide guidance and advice on safe and best practice in the delivery of school swimming.

Key conclusions/learning

Every aspect of school swimming delivery is covered in the Guidance. It sets out the responsibilities of all staff involved and the qualifications needed. Teacher/pupil ratios, lifeguard provision and risk assessments are covered as is the National Curriculum requirement.

Web or other links


Overview

This paper reviewed school swimming in some 22 countries throughout the world. Utilising international swimming federations and other contacts, HNI was able to build a picture of delivery in different countries.
Key conclusions/learning

HNI considered that school swimming is delivered in 3 typical models - the Canadian/American model in which the onus is on parents to pay and organise for their children to learn to swim; second, one in which the government encourage or ensure delivery; and third, a hybrid delivery model with school swimming lessons being delivered by PTA’s, communities and a range of other organisations. It saw these 3 models in terms of family oriented, child oriented and socially oriented respectively.

The Report also noted that attitudes towards water safety varied. For example in the Czech Republic, water safety education is a compulsory part of the swimming lessons. In Luxemburg, Norway and New Zealand, it is not compulsory but also forms part of the swimming lessons. In all, the Report forms a useful reference document for making international comparisons.

Web or other links

The report is available from Jon Glenn, ASA Head of Learn to Swim, at jon.glenn@swimming.org


Overview

This power point presentation covers all policies and practices necessary for the delivery of safe and high quality school swimming.

Key conclusions/learning

Whilst not going into detail, the presentation gives an overview of the policies which need to be in place for the successful delivery of school swimming.

Web or other links


26 Research into Swimming and Water Safety in the National Curriculum- Jon Keating, ASA, 2010

Overview

This research, which was conducted between March and May 2010 by Jon Keating, ASA Regional Coordinator, School Swimming Improvement Service North and North West, looked at what the minimum standards should be in swimming in the National Curriculum. 300 people were surveyed using Survey Monkey internet research.
Key conclusions/learning

Five key questions were asked of respondents. The first three considered the standards expected of the various strokes performed by pupils. A fourth question requested the views from respondents as to what they would like to see tested in school swimming and the fifth question asked for additional comments.

In the first question which asked what front paddle or front crawl should look like, 41.3%, the largest proportion of respondents, stated ‘with the body horizontal, legs used in an alternating action, arm action alternating with underwater recovery and breathing with head out of the water’. In swimming 25 metres on the back, 58.8%, the largest percentage of respondents, stated that they expected to see: ‘a horizontal body position, legs alternating and extended, arms alternating, in an inconsistent action with recovery over the water. They also expected the minimum standard should include regular breathing’. In the third technical question on breaststroke, 45.3% of respondents stated that they regarded the minimum standards as being ‘a horizontal and streamlined body position, legs and arms working simultaneously, the face in the water to breathe but breathing being inconsistent. They considered that the timing should be visible in the form of “pull-breathe-kick-glide”.

115 respondents contributed to the fourth question which asked what other skills respondents expected to see in the National Curriculum key stage 2. A large range of other suggestions were made to question 5 which called for more extended views.

Web or other links

The findings are available either from Jon Glenn, ASA Head of Learn to Swim, or Jon.Keating@swimming.org

Other bodies


Overview

In 1973 the author carried out a survey of 173 randomly selected secondary schools to investigate how far the lack of facilities and the time allocated to swimming and teachers attitudes to the importance of being able to swim influenced secondary school swimming programmes.

Key conclusions/learning

The results of the survey suggested that the two important factors influencing secondary school swimming programmes were the lack of internal facilities and teachers' attitudes to the importance of swimming as an activity. As most schools without a pool have access to a public facility, the results suggested that organisational problems existed in the use of public pools. With respect to teachers’
attitudes to the importance of swimming in physical education programmes, more emphasis should be given to this activity in initial training courses for physical education teachers.

Web or other links

28 Against the Tide, CCPR and Times Educational Supplement, 2000

Overview
On July 21st 2000, the Central Council for Physical Recreation and The Times Educational Supplement came together to produce a report on school swimming. The Report arose from concerns on the part of both bodies that thousands of 11 year olds were unable to swim even 25 metres and that one in twenty schools had done away with swimming altogether. It was felt that, when it came to swimming, the curriculum seemed to be notional rather than national.

Key conclusions/learning
The Times Educational Supplement surveyed 769 primary schools across the UK, finding that more than a quarter kept no record of pupils’ achievements. It found that only 13% of schools had a swimming pool on site and that those who went to an off-site pool spent an average of 33 minutes travelling. The TES found that 42% of schools asked for parental contributions towards transport, 26% for tuition and 26% for use of an offsite pool. The average cost to parents/pupils per lesson was £1.29 (highest £3.60). 51% of schools said that their LEA did not subsidise the cost of off-site pools.

These were just a few of the findings in a report which was covered extensively in the national press and through a series of articles in the TES itself.

Web or other links
This report is now no longer easily be available but is still likely to be obtainable from the CCPR.


Overview
The Swimming Advisory Group (SWAG) was formed in response to the Ofsted report of November 2000 by the then Schools Minister with the following terms of reference: ‘To consider the main findings of the Ofsted report, and other relevant survey findings, and to make recommendations of workable proposals that address the main issues of concern, including water safety lessons, and how to increase the number
of children who can swim 25 metres by Key Stage 2.’ The Report was later submitted to the Department of Culture, Media and Sport.

Key conclusions/learning

The Government recognised the importance of swimming in the primary school curriculum as a compulsory element of the Physical Education National Curriculum and the Report set out the essential elements of Key Stage 2 including the vital element of water safety.

School Sport Coordinators and Specialist Sports Colleges were thought to be a possible way of providing opportunities for young people to swim with up to 6,000 primary schools benefiting from this programme. There was also a suggestion of establishing a coaching task force to provide proposals for the creation of a robust coaching structure at all levels.

Web or other links

http://www.publications.parliament.uk/pa/cm200102/cmselect/cmcumeds/418/418ap02.htm

30 Learn to swim provision in Scotland, Win Hayes, the Department of Physical Education, Sport and Leisure Studies, University of Edinburgh. April 2002

Overview

Win Hayes spent a considerable amount of time examining learn to swim provision in Scotland in the early 2000’s. This report, which is 181 pages in length, covers all facets of the subject and Section 2 looks in detail at the provision of swimming for schools in Scotland, where, unlike England, there is no entitlement for school pupils.

Key conclusions/learning

The Report is wide ranging and covers access to school facilities, travel to school swimming, a review of the age and stage of those receiving school swimming, the number of swimming lessons that pupils attend during the year, decisions about who goes swimming, the size of the pools involved, whether a pool is shared for school swimming lessons and a host of other factors.

There is considerable useful information such as the fact that pupils at schools within 3 miles of a pool devote, an average of 1.5 hours to the total delivery cycle including travel time for their lessons whereas for those situated between 3 and 10 miles from a pool, the delivery cycle is 2 hours. She also comes to the conclusion that, in Scotland, over 30% of the school swimming classes are understaffed. Hayes also notes that 21% of the primary school teachers delivering school swimming are untrained for the job. These and many other interesting facts can be gleaned from the work.
Web or other links

The report can be obtained by contacting Win Hayes at win.hayes@ed.ac.uk


Overview

Ray Butters carried out research on the frequency of school swimming lessons and the various impacts on pupils based on different lesson frequencies. This work was conducted in conjunction with two local authorities- Leeds City Council and North Yorkshire with a focus on delivery in Tadcaster and Harrogate.

The findings from this research were used to inform approaches towards the initial frequency of top-up swimming lessons.

Key conclusions/learning

Butters, in his report, refers to previous analysis carried out by Lawther (The Learning of Physical Skills, J. D.Lawther, 1968, Prentice-Hall Inc.), who found that thirty minutes of practice three times per week was superior to sixty minutes twice per week and Silverman (A Pedagogical Model of Human Performance Determinants in Sports, proceedings of the Pre-Congress Symposium of the 1996 Seoul International Sport Science Congress, p. 32-41, S.Silverman), who stated that teaching time and variables were the most powerful predictor of student motor skill learning. Butters’ report also reported that Rouhana (The Efficiency of Knowledge of Results and Explicit Instructions on Motor Learning: The Case of Swimming, Research Papers, University of Balamond, Dept. of STAPS, Lebanon, Laboratory of Analysis and Performance, University of Poitiers, J.Rouhana, F.Ferry, L.Troussaint and P.Boulinquez, 2002), concluded that novice skill swimmers made a significant improvement in mean velocity and stroke rate during their performance of front crawl after 10 learning sessions.

Butters himself tested at 5 locations with non-swimmers- Scott Hall Sports Centre- for 30 minutes per day x 5 days; Fearnville Leisure centre- based on 45 minutes per day x 5 days; Kirkstall Leisure Centre- with 2 sessions x 30 minutes each per day x 5 days; Tadcaster Community Pool- for 1 session x 30 minutes per week x 10 weeks and Harrogate Army College- with 1 session x 60 minutes per week x 12 weeks. During the sessions, pupils were given 3 floating skills and front and back paddling as tests. He found that the pupils at Kirkstall scored consistently higher than other non-swimmers. He concluded that intense blocks of teaching practice were a significant help initially and that, once a certain level of skill has been achieved, a less exacting series of lessons are more beneficial in maintaining levels of skill acquisition. In addition, Butters found that to be successful, teachers need to empathise with their pupils and be able to adapt their teaching modes to cater for pupils’ needs at a given point in their progress.
Web or other links

Report available from Ray Butters, Harrogate, North Yorkshire but those interested should contact John Glenn, ASA Head of Learn to Swim, in the first instance.

**32 Primary School Swimming in Wales – Swim Wales/HNI International – 2006**

**Overview**

This report was written against a backdrop of continued concern over the level of attainment in school swimming at Key Stage 2 and efforts in England to address the problem with the introduction of the Schools Swimming Improvement Service. It examined primary school swimming in Wales in the context of school swimming within Great Britain.

**Key conclusions/learning**

Among the recommendations were that the progress of every pupil should be monitored and recorded and that a structured and successful school swimming programme cannot be maintained without such records. School swimming should form part of the Ofsted process of inspection.

The Report stated that there should be specific attainment targets for pupils in Wales with interventions for those unable to meet these targets. It was also felt that a common strategic approach to swimming teaching in Wales would produce a common standard to aim for and that greater financial support for potential new teachers would raise the standard of teaching and provide greater opportunity.

Swim Wales identified a lack of consistent delivery as a major concern. It was stated that all agencies should work together to ensure a seamless swimmer pathway.

**Web or other links**

A copy of the Report can be obtained by contacting info@hnicons.co.uk

**33 Pools in Schools – ASA/PE & Sport for Young People – 2009**

**Overview**

Pools in Schools utilises a portable swimming teaching facility to operate in areas of deprivation where there is no access to swimming facilities.

**Key conclusions/learning**

The pool can be used by a number of schools, both in and out of school hours, to provide an intensive course of lessons for those children who have little or no access to swimming in their normal school programme.
**Web or other links**

A complete set of short reports from different venues can be obtained from Jon Glen at jon.glenn@swimming.org

**34 Ipsos Reid Public Affairs Study – the Lifesaving Society, Canada – 2010**

**Overview**

The Life Saving Society, Canada has had concerns for a number of years about the incidence of drowning by what they describe as ‘new Canadians’, i.e. families or individuals who have arrived in the country as part of a first generation. This study provided the Society with the scientifically based data needed to support this hypothesis.

**Key conclusions/learning**

The study found that immigrants were more than 4 times likely to be unable to swim that people born in Canada. In all, 1,032 Canadian residents between the ages of 18 and 60 were surveyed. 433 of these were born in Canada and 599 were new Canadians.

Among the key issues raised was the fact that, for immigrant families, the cost of lessons and transport to the pool were significant barriers, particularly in larger families where a parent might be confronted with these costs for two or three children. To meet some of these concerns, the Life Saving Society translated its swimming literature into 26 languages and its boating literature to 33 languages. It was felt that, in order to be effective, drowning prevention literature must be tailored to the needs of each community.

**Web or other links**

<table>
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<th>Year</th>
<th>Event Description</th>
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| 1700-1820 | Private swimming pools, subscription pools and plunge baths- General  
The building of pools was funded by joint stock companies, local public subscriptions or non-profit making companies |
| 1828 | Corporation of Liverpool builds first municipal swimming pool, the St George’s Bath, by the banks of River Mersey- General |
Edwin Chadwick was concerned with the provision of water and the construction of sewers both so necessary for future pool and plunge bath building |
| 1846 | Baths and Washhouses Act, 1846- General  
The Act made provision for the regulation of public bathing places, effectively large open-air pools |
| 1847 | Amendment to the Baths and Washhouses Act, 1846- General  
Allowed for charges to be made in ‘open bathing places’ such as outdoor pools. However, education rules prevented schools from spending money on swimming as it was not listed as one of the activities on which education grants could be expended |
| 1847 | Improvement Clauses Act, 1847 & Town Police Clauses Act, 1847- General  
This made various amendments so that by the end of 1847, municipal authorities could set up boards of commissioners to provide baths and washhouses in their district. The maximum charge was ½d in old money |
| 1873 | Elementary Education Act- Education  
When the act was being drawn up, the School Board for London lobbied to have a clause included that would allow schools to spend money either on new swimming pools or on school swimming lessons. This was unsuccessful |
| 1875 | The London Schools Swimming Club was founded- Education  
It folded in 1884 due to funding problems although an effort was made to re-start it in 1887 |
| 1875 | Public Health Act 1875- General  
Allowed new urban authorities the same status as municipal authorities in that they could provide swimming baths |
| 1878 | The Baths and Washhouses Act 1878- General  
This was the main law that allowed local authorities to purchase or construct indoor baths for the first time. It also allowed for baths to be closed in the winter and used for other entertainment purposes |
| 1882 | Amendment to the Baths and Washhouses Act, 1878- General  
Clarified some of the clauses in the 1878 Act |
1883 Work of H.J. Johnson - Education
Experimental work on school swimming is carried out first, at Northwood Street Baths, Birmingham, and later, with the Leeds School Board. As a member of the ASA Education Committee, Johnson’s work was supported by the National Union of Teachers. The ASA, supported by the Royal Life Saving Society, lobbied for swimming to be part of the Code of Education.

1887-90 London School Board Pressure
During this period, the London School Board continued to press for swimming to be included in a revised Education Code commissioning several surveys of swimming provision and constantly underlining the sanitary nature and physical benefit of swimming. However, school swimming continued to be delivered on an occasional basis as an after school activity by enthusiastic teachers.

1890 London School Board Report - Education
In May 1890, the School Board for London published a report on the historical status of swimming within its area of responsibility. The Report referred to the fact that the School Board for London had first shown interest in swimming in 1872 when it had enquired about potential pool time for school pupils.

1891-2 London School Board - Education
Although there was no formal teaching offer in schools, the ASA led by Thomas Lough, provided the London Swimming Board with swimming teaching services. In December 1890, the School Board for London allowed schools to add swimming to their timetables and to count pupil attendance at swimming lessons as being school attendance.

1893 London Schools Swimming Association founded - Education
The London Schools Swimming Association, which was founded in this year, became the first school swimming association to be formed in Britain. By 1905, it had 924 affiliated schools and issued over 7,000 swimming certificates a year.

1896 Amendment to the Baths and Washhouses Act, 1878 - General
Repealed the restriction of not being able to use pools closed for the winter months for music and entertainment but this was for the County of London only.

1899 Amendment to the Baths and Washhouses Act, 1878 - General
Extended the above to the rest of England.

1902 Education Act - Education
The 1901 Education Act failed to recognise swimming as a curriculum activity. Despite this, the London School Board continued to offer swimming lessons to schools but it remained the only authority to do so.

1900-1936 ASA Campaign - General
The ASA consistently campaigned for the opening of swimming pools by local authorities during the winter time.
1904 The Newark Precedent- Education
In June 1904, the Newark Education Committee asked if funds could be spent on school swimming. Hastings asked the same question in November of that year. As a response to provisions for physical exercise in the 1902 Education Act, the Board of Education finally agreed (confidential minutes of 29th and 29th November 1904) to Newark’s request providing swimming lessons were included on the timetables of the schools concerned. The true start point for school swimming in England was therefore 1904 because from this point on, education boards requested that this consideration be extended to their area. The whole process was therefore somewhat piecemeal

1906 Meeting between the Board of Education and the ASA- Education
A deputation from the ASA, including Harry Johnson, met Augustine Birrell, MP, President of the Board of Education, at the House of Commons to press for swimming to be included in the Code of Education

1907 Code of Education 1907- Education
Swimming is included for the first time by the Board of Education in the Official Syllabus of Physical Training as part of the Code of Education. Whilst swimming instruction had to be undertaken as part of the physical education timetable as prescribed in Circular 515, Formal Lessons in Physical Training, this paved the way for formal school swimming lessons

1918 Report on Public Baths and Wash-houses in the United Kingdom, Agnes Campbell, the Carnegie Trust- General
The report by Agnes Campbell into swimming in the UK provides us with an insight into the progress of school swimming since 1907. The section on school swimming states that there were by now school pools in Liverpool (17), Leeds (3), Bristol (2), Bradford (6), Nottingham (4), Brighton (1), Northampton (1), Glasgow (8), Edinburgh (4), Aberdeen (1) and Leith (1). In addition, school swimming was delivered in public baths in 1913-14 in Woolwich, West Ham, Sunderland, Walthamstow, Coventry, Wallasey, Ilford, Acton, Carlisle, Stretford, Eccles, Chester, Chadderton, Farnworth, Middleton, Newcastle-under-Lym, Tydesley, Winsford and Stamford. In addition, Manchester, Birmingham and East Ham provided opportunities for those people identified as juniors to swim as individuals in their pools at a special rate.

1925 Public Health Act- General
The Act decreed that local authorities would close their baths between the end of October and 30th April each year.

1936 Public Health Act, 1936- General
This updated much of the 1846 Act. The idea of a minimum admission charge was repealed. Local authorities could now draw up by-laws relating to water quality, the conduct of bathers and had the power to regulate private swimming baths. At that point, the ASA campaign to keep all baths open during the winter had still not quite succeeded
1936 **Ministry of Health Memorandum - General**
Encouraged all local authorities to keep their baths open during the winter for the purposes of swimming

1937 **Physical training and Recreation Act - General**
Possibly as a response to increased militarisation by Germany, local authorities could apply for grants to build swimming baths

1944 **Education Act 1944 - Education**
Made it possible for all local authorities to provide school swimming pools not appropriated to any school or other educational institution with the approval of the Minister

1976 **Local Government (Miscellaneous Provisions) Act - General**
Replaced the 1936 Public Health Act and empowered local authorities to provide a wide variety of recreational facilities including swimming pools. The power extended to buildings, equipment, supplies and assistance of any kind and, distinct from the Public Health Act of 1936, the Local Authority was given the power to provide these facilities inside or outside the area of the authority and as the initiating local authority could achieve the provision by contributing to the expenses of another local authority which provided the particular facility or by grant or loan to a voluntary organisation which provided it

Initially not all the provisions of the 1936 Public Health Act were included in the 1976 Act but were subsequently added to either the 1976 Act or covered by other legislation

1988 **The Local Government Act 1988 and Introduction of compulsory competition to the management of swimming pools**

1989 **Competition in sports and leisure facilities order - General**
The order added a new defined activity of ‘managing sports and leisure facilities’ to Section 2(2) of the Local Government Act 1988. This order did not require local authorities to privatise their sports and leisure facilities but it did require them to submit the management of their facilities to competitive tender. The idea behind competitive tendering was threefold: fuller use of the facilities, a better delivery of the service which they provided and increased value for money

1992 **The Education (National Curriculum) (Attainment Target and Programmes of Study in Physical Education) - Education**
This set out the key stage standards and programmes of study for swimming which were due to come into force in 1994

1995 **The Education (National Curriculum) (Attainment Targets and Programmes of Study in Physical Education) Order - Education**
This order replaced the 1992 Key Stage programme of study and attainment targets and specifically mentioned swimming at Key Stage 2 in that, unlike other programmes of study which were to be applied from 1st August 1995 for pupils in Key Stages 1 to 3, provisions relating to swimming for pupils in the third and fourth years of Key Stage 2 were to apply from 1st August 1996 and 1997 respectively
Education Act- Education

Section 508 of the Education Act 1996 reiterated that it was the duty of every local education authority to ensure that further education provided in their area includes adequate facilities for recreation and social and physical training. Swimming was specifically mentioned and to that end, an authority could build, maintain and manage facilities such as swimming baths.