

Local authority networking day

Part 1 – Ensuring every child can swim

1. How important is school swimming?
 - a. All groups agreed that swimming is a very important life skill, educates children about safety in a swimming environment
 - b. Strong opinion that swimming should be mandatory within curriculum
 - c. Some families rely on School Swimming opportunities and so acts as a safety net. Sometimes a child's first / only experience of swimming.
 - d. It is a fully inclusive sporting activity which is more challenging in everyday PE lessons
 - e. Gives pupils who swim already the opportunity to shine in a different environment, especially if they are not academically minded.
 - f. Encourages children to make a lifestyle choice – could encourage family to attend

2. Identified challenges of school swimming
 - a. Cost factor – transport to the pool
 - b. Time out from curriculum needs to be weighed up against commitments (GTC)
 - i. Issue with GTC and non GTC
 - c. Challenges in relation to postcode selection
 - d. Parental choice may not provide opportunities to L2S – Cultural
 - e. exposure and information which we never had
 - f. 800 – couldn't swim 25m / vouchers
 - g. No longer identifiable (cut to S swim)
 - h. Active schools – free opportunity out of curriculum time not a great uptake
 - i. conflict between trust / council etc

3. What is a quality Learn to Swim environment?
 - a. Consistency in teaching, approach and assessing
 - b. Ratios
 - c. Quality teaching
 - i. Development of workforce
 - ii. UKCC qualified, ideally L2
 - iii. quality control of delivery (observation of teachers)
 - d. Effective Pathway (positive working partnerships between all agencies)
 - e. wide variety of options / times / days / levels etc.
 - f. Inclusive parental involvement
 - g. Knowledge of journey
 - h. Cost – perceived value / business versus obligation
 - i. Appropriate programme and frame work
 - j. Published criteria

- k. regular review/ audit
- l. variety of exit opportunities and entry options
- m. good communication throughout all areas, including marketing
- n. big responsibility lies with SS to support at a National level / linking into local level

4. A National Framework for LTS, what are the:

a. Benefits

- i. good to have a framework
- ii. all providers can discuss – knowledge
- iii. Scottish Swimming play a supportive role
- iv. consistency across Local Authorities
- v. Endorsement of approach – accreditation / quality mark
- vi. Feedback to parents
- vii. Money from the awards schemes
- viii. Certificates used as a communication tool between parents and teachers
- ix. Evidence of achievements
- x. Standards to work towards
- xi. Teachers vary all strokes

b. Challenges

- i. Drop off at L5
- ii. Clearer set out criteria for SSS and L1 – L8
- iii. No connect or buy in to competitive edge – clubs
- iv. Politics – clubs versus disciplines versus / LA and Trusts
- v. Disconnect between clubs and programmes
- vi. Competition and level of training puts people off
- vii. Different Frameworks – Harder to record stats nationally
- viii. Too many tick boxes, teachers spending too much time
- ix. Staffing Costs – Tutors and training
- x. Access and design of pools

c. Opportunities

- i. Recreational club swimming
- ii. Schools / L1 – L8 / SSS programme linked together

d. Requirements

- i. Become better at sign posting opportunities for participation
 - 1. Promote other aquatic activities
- ii. frame work with an opportunity to be flexible
- iii. teacher autonomy (L2)
- iv. frame work is consistent
- v. goal specific – founded on participation / club and performance
- vi. more goal focussed
- vii. discipline integrated

- viii. SS to pull together information on local teachers / coordinators etc
 - 1. Put this info out to Local Authorities / Trusts and RSDM
- ix. Need info on pool programming – what each trusts do / process what the trusts do / dealing with changes / areas and clusters versus devolved and individual
- x. Better links with clubs and pathways
- xi. review criteria
- xii. work closely with clubs / L2 S i.e. establish better links
- xiii. swim coordinators - make it more manageable
- xiv. mind-set of staff – possible challenge
- xv. Direct Debit model – retention
- xvi. Business model versus moral
- xvii. Evidence of time frame for LTS / Club and finance

Part 2 - How to Meet the Needs of all Aquatic Users and Generate Income

1. What resources / tools do you need to make this happen?
 - a. More information for funding opportunities :
 - i. staffing for specific groups
 - ii. how do others find free club time?
 - iii. funding for clubs to utilise access
 - b. Trained staff (esp. Level 2)
 - i. Using staff to up skill and add value
 - c. funding for UKCC
 - d. UKCC being more flexible in delivering e.g. location
 - e. Water management planning
 - f. Maintaining UKCC conditions
 - g. Recruitment and retention support
 - h. Sharing information – national UKCC database: feed them into providers
 - i. Tie in with these people after certain amount of time to ensure they keep teaching
 - j. Offer more for teachers – multi skill sport opportunities?
 - k. Need evidence of ideas
 - l. Rate of pay is same as life guard and swim teacher – combined roles
 - m. Level 2 bolt on for current Lead teachers
 - n. Appraisals
 - o. Customer service
 - p. Dealing with parents
 - q. Pathway and retention
 - r. More facilities: Access / space
2. How do you follow swimming/ market trends?
 - a. Fee and charges (sport Scotland)
 - b. Use bench marks
 - c. Meet with other trusts
 - d. RSP