School Swimming Phase 1 Pilots in Scotland: Evaluation – Dundee (Baldragon) Pilot

ekos

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1 Introduction

1.1 Background

sportscotland and Scottish Swimming supported four school swimming pilots during 2023. This included pilots in Dundee City, East Lothian, North Lanarkshire, and Scottish Borders. The pilots were to have had a particular focus on increasing swimming skill and confidence for children and young people from the most deprived areas in Scotland. That is, a focus on closing the equalities in sport gap. The School Swimming Phase 1 Pilots were part-funded by the Scottish Government, and the overall project was managed by **sport**scotland. Scottish Swimming supported implementation at a local level.

EKOS Ltd and Integratis Consulting were commissioned to undertake an independent evaluation of the pilots to better understand how each pilot progressed and to evidence their impact. It should be noted that the pilots started prior to the evaluation getting underway. This report provides a summary of the Dundee (Baldragon) pilot and sits alongside separate documents including: a main report which provides an overview of evaluation findings at a programme level; a summary report for each of the other three pilots; and a standalone executive summary.

1.2 The Dundee pilot

Each pilot adopted a different approach to delivery in their local authority area (**Appendix A**). This recognises that a one-size-fits-all approach to delivery may not be appropriate.

Dundee City adopted a **holistic** approach which is a combination of the universal (North Lanarkshire) and targeted (East Lothian) approaches. This collaborative approach involved a range of stakeholders to support delivery. One cluster primary school took part with all Primary 4 children provided with a block of 'quality' school swimming provision during the school day at a secondary school with its own pool (Baldragon Academy). Delivery was supported by some senior pupils of Baldragon Academy who undertook training to achieve the Scottish Swimming Teacher Qualification (SSTQ). This was to provide opportunities for skills development and to help develop a pipeline for the future workforce.

The information provided in this report is based on: a review of background information and monitoring data provided by Leisure and Culture Dundee and Sidlaw View Primary School; and remote consultations undertaken with five individuals across three organisations involved in the pilot, including Leisure and Culture Dundee, Baldragon Academy, and Sidlaw View Primary School.

2 Project management and delivery

2.1 Introduction

This section sets the scene for the Dundee pilot - it provides an overview of the partners involved in the pilot and the underpinning rationale for the project.

2.2 A partnership approach

A unique feature of the holistic model of school swimming implemented in Dundee is the collaborative partnership approach which involved a range of stakeholders.

Leisure and Culture Dundee is an arms-length external organisation (ALEO) of Dundee City Council. Some councils in Scotland, including Dundee (and Scottish Borders) have merged cultural and leisure services into a single ALEO. Leisure and Culture Dundee's Aquatic Development Manager and Aquatic Mentor were involved in helping to manage the project, including providing access to qualified swim teachers and a pool technician/lifeguard. The Aquatic Mentor also co-delivered the SSTQ and supported the Baldragon Academy participants through their qualification. The cluster Active Schools Co-ordinator is based within Baldragon Academy and works closely with school staff and the local community to increase the quality and range of opportunities for young people at the school to participate in sport before school, during lunch time and after school, and to access leadership roles.

The swimming pool used by the pilot is located within Baldragon Academy. Some of its senior phase pupils volunteered to support delivery of the pilot and undertake the SSTQ that was co-delivered by the Aquatic Mentor. Participation in the pilot fits well the ethos and wider provision of the Academy's Physical Education (PE) department. The secondary school provides pupils with a range of opportunities and activities to promote and develop teamwork, confidence, and cooperation. The school has established a School of Sport where young people spend Friday afternoon periods practising their chosen discipline (for example, swimming, football, basketball) - this spans participation, to learning to coach and officiate, and to gain qualifications and sporting awards.

The Principal Teacher for PE within Baldragon Academy helped to coordinate access to the pool for the school swimming pilot and engaged with other staff regarding the senior phase pupils' availability and involvement. A support teacher from Baldragon Academy also volunteered to undertake the SSTQ.

Children from Sidlaw View Primary School took part in the pilot. The children's teacher attended the school swimming provision (observation capacity/role) and sat with the group of children dry-side while the other group of children were in the pool.

The partners involved in this pilot consider Scottish Swimming to be the lead partner. This largely reflects the fact that Scottish Swimming made an initial approach to the Active Schools Co-ordinator who then facilitated introductions with Baldragon Academy. The Leisure and Culture Dundee Aquatic Development Manager and Aquatic Mentor were not involved in the initial conversations about a potential school swimming pilot in Dundee. They were brought in at a later stage (and once discussions had further progressed) with a view to providing access to swim teachers. The consensus feedback from stakeholders consulted was that all relevant organisations (and individuals) should ideally have been involved from the very outset.

2.3 Pilot project development and rationale

Leisure and Culture Dundee provide a range of swimming provision and activities for all ages and abilities. The main rationale for the school age swimming provision (and pilot) is to develop water safety and confidence whilst further developing stroke technique, breathing skills, coordination, and stamina. Children are supported by qualified swim teachers to work through a structured programme which opens up opportunities to take part in other aquatic activities.

Partners highlighted the importance of younger children being given the opportunity to be taught how to stay safe in and around the water, as well as learning how to swim. Swimming is also considered to be good for both physical and mental health and wellbeing. Further, it was reported that the pilot may have been the only opportunity some children involved will have to learn these vital lifesaving skills (that is, not all children go swimming or learn to swim outside of school). Quality school swimming provision and basic water safety education and knowledge are considered particularly important within this wider context.

Stakeholders reported that the main rationale for the involvement of Baldragon Academy was:

- That there has been a decline in the number of qualified swim teachers in the city - there is an aspiration to build and grow the workforce. Growing a future pipeline of swim teachers.
- To provide new opportunities for young people to develop new skills (for example, technical and wider skills such as teamwork and confidence) and to gain qualifications.
- The skills and achievements gained by the young people at Baldragon Academy would look good on their CVs, and some may be encouraged to think about swim teaching as a possible career option once they leave school.

3 Implementation

3.1 Introduction

This section provides more detail on the implementation of the Dundee school swimming pilot and on the Sidlaw View Primary School and Baldragon Academy pupils who took part. Additional contextual information and data about Dundee City (for example, population, deprivation, urban and rural classification, and primary school distance from local swimming pools) is presented in **Appendix B**.

3.2 When the pilot was delivered

The Dundee pilot was anticipated to commence late October to mid-November 2022 but did not start until March 2023.

The delayed start was reported to be mainly due to timing issues and factors out with the local team's control:

- The timing of confirmation via **sport**scotland of funding from the Scottish Government to part-fund and therefore be able to progress the pilots.
- Scottish Swimming recruited a new Aquatics Development Manager to lead on the development of the school swimming framework (and associated monitoring and evaluation), and it took time for the successful candidate to take up post and take forward this work.
- For the team managing the pilot to be provided with sufficient detail on the expectations and requirements from their involvement by **sport**scotland and Scottish Swimming (for example, purpose and outcomes of the Scottish Government funding, the draft school swimming framework, monitoring arrangements).

The pilot commenced on Tuesday 14th March 2023 and ran until Thursday 22nd June 2023. Points to note include that:

- Delivery was negatively impacted by industrial action in schools.
- Partners were, however, able to extend timescales of the pilot to June 2023 to enable the block of school swimming provision to run as originally planned.
- Partners were keen to extend timescales for the pilot to provide senior pupils with sufficient time and opportunity to support delivery and to complete their qualification.

3.3 Schools and pupils involved in the pilot

Primary school

The Dundee pilot aimed to involve a minimum of one Baldragon Academy cluster primary school, namely: Sidlaw View Primary School, Downfield Primary School, Craigowl Primary School, and Ardler Primary School.

Among other things, timing issues meant that one school was approached to take part in the pilot - Sidlaw View Primary School.

Points to note about the cluster primary schools to Baldragon Academy include that:

- Sidlaw Primary School is located closest to Baldragon Academy – it is on the same street and within a very short walking distance to the pool (around two minutes). Therefore, it made sense for this school to be approached in the first instance.
- While the other cluster primary schools are located nearby to Baldragon Academy, they are not within a short walking distance, including when the duration of the school swimming provision is factored in. This ranges from 0.8 miles (18 minutes) to 1.4 miles (31 minutes). There may have been barriers to involvement of these schools, for example, transport costs and finding time in the school day.

Deprivation

The pilots were to have a particular focus on increasing swimming skill and confidence for children and young people from the most deprived areas in Scotland.

The Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's standard approach to identify areas of multiple deprivation in Scotland. It is a relative measure of deprivation across 6,976 small areas (called data zones). The SIMD is formed from more than 30 indicators of deprivation which have been grouped together into seven domains - income, employment, health, education, housing, crime, access to services. The latest data was updated in June 2020.

While Sidlaw View Primary School and Baldragon Academy are both located in Quintile 2 rather than SIMD Quintile 1 (the 20% most deprived data zones in Scotland), the wider area surrounding the schools is Quintile 1. Both schools also attract children and young people who live in the 20% most deprived data zones, most notably the primary school, **Table 3.1**.

Table 3.1: Schools involved in the pilot by SIMD Quintile 1

School	Is the school located in SIMD Quintile 1?	School roll	Proportion of pupils who live in SIMD Quintile 1
Sidlaw View Primary School	No	194	81%
Baldragon Academy	No	849	47%

Source: The Scottish Government, Scottish Index of Multiple Deprivation; The Scottish Government, National Statistics (2021) Summary Statistics for Schools in Scotland.

While this provides an assessment of deprivation at a school and school pupil population level (all pupils rather than those pupils who took part in the pilot), a fair assumption is that the Dundee City school swimming pilot has been successful in engaging children who live in deprived areas.

An alternative measure of deprivation is the percentage of pupils registered for free school meals. Data on free school meals is available from The Scottish Government, Summary Statistics for Schools in Scotland (2021). Eligibility for free school meals in Scotland used to be based on receipt of benefits (for example, Universal Credit, Income Support). Now in Scotland children at local council schools can get free school meals during term-time in Primary 1 to Primary 5[1] (regardless of their family's financial circumstances). The Scottish Government has made a further commitment to work with local authorities to extend universal provision to all pupils in Primary 6 and Primary 7 by 2024.

Free school meals is therefore a less meaningful measure of deprivation than the SIMD. The latest data is for 2021, hence some of the changes outlined above do not yet feature in the data. Nonetheless, points to note for the Dundee pilot are that:

- 100% of Primary 1 to Primary 4 pupils at Sidlaw View Primary school are registered for free school meals, and 39% of Primary 5 to Primary 7 pupils.
- 32% of young people at Baldragon Academy are registered for free school meals.

Pupils

The Dundee pilot wanted to target children in Primary 4 and/or Primary 5 as partners consider this the best age group to provide such an intervention (rather than younger children). Partners recognised that the number of children ultimately involved in the pilot would, however, be dependent on factors such as access and capacity. Thirty children from Sidlaw Primary School took part in the pilot – this represents the whole class of Primary 4.

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[1] Free school lunches during term time was extended to all Primary 4 children (August 2021), and to all Primary 5 children by January 2022.

Resources were also available to support up to 12 senior phase pupils from Baldragon Academy to undertake the SSTQ. Points to note include that:

- Nine pupils and one support teacher volunteered to be involved in the pilot (ten volunteers in total) to support delivery and undertake the qualification. This represents strong interest among young people to be involved.
- Additional pupils expressed an interest in being involved in the pilot but as they were not yet 16 years old they could not take part. Individuals need to be at least 16 years old to undertake the qualification. This, however, provides a potential pipeline for future involvement.

3.4 Lesson structure, content, and attendance

Duration

It was agreed at the outset that the pilot would run for a minimum of eight weeks (not including holidays and any industrial strike action). There was in-built flexibility within the pilot to extend delivery to up to 12 weeks depending on factors including how the pilot was progressing, swim teacher availability, and senior pupil availability. The pilot ultimately ran for a period of 12 weeks (that is, 12 weekly sessions).

The week prior to the pilot commencing the timing of the sessions was changed from Monday between 9am and 10am to Monday at 9.30am to 10.30am. This was due to the primary school children not being able to arrive in time for a 9am start. Over the weeks, the primary school children and teacher generally arrived on poolside around 9:35-9.40am. The Baldragon Academy trainees/candidates would generally arrive on the poolside around 9:45am – this gave them 45 minutes each week poolside.

Swim teachers

Leisure and Culture Dundee provided access to SSTQ qualified swim teachers. It was anticipated that three swim teachers would be involved in the pilot - two lead swim teachers were ultimately involved.

It is our understanding that there has been a decline in the availability of qualified swim teachers in the city. In part, this is said to have arisen as a result of the extended closure (up to two years) of the Leisure and Culture Dundee Olympia facility which is closed for planned maintenance and refurbishment works.

The majority of Leisure and Culture Dundee swim teachers are at university and availability to be involved in the pilot was constrained. For example, some had university classes on the day and time the pilot took place. The small shift allocation (one-hour) also posed challenges.

Continuing Professional Development

Those individuals who went on to start the SSTQ course were offered the opportunity to undertake the National Pool Lifeguard Qualification (NPLQ) with Leisure and Culture Dundee who were running a course. This Continuous Professional Development (CPD) or continuous lifelong learning opportunities aspect was not factored into the pilot at the outset, rather the timing was right. It is our understanding that one senior pupil of Baldragon Academy undertook the NPLQ.

Assessment

The Sidlaw View Primary School teacher developed a 'traffic light' assessment matrix prior to the children participating in week 1 of the pilot. The Leisure and Culture Dundee project team, including swim teachers, were provided with the results on the first day of the pilot.

Points to note include that:

- Advance notice of this assessment and results would have been much better for the team.
- The swim teachers did not undertake their assessment in week 1 as a result (which was the plan) – rather they delivered the session and undertook a brief assessment in week 2 to split the children into groups to support for the remainder of the pilot.
- The swim teachers wanted to undertake their own assessment based on their experience and observations of the children – rather than rely solely on third party input. The information from the traffic light assessment was not used and ultimately led to some confusion on the first week of the pilot.

The swim teachers used the assessment criteria outlined in **Table 3.2** as a baseline and to provide grouping by ability.

Table 3.2: Assessment criteria and levels of swim ability

Level	Assessment criteria
Level 1	• Entering and exiting water safely - completed • Submerge - attempted • Floating - not completed
Level 2	• Entering and exiting water safely - completed • Submerge - confident putting face in the water • Floating - attempted to float without aid
Level 3	• Entering and exiting water safely - completed • Submerge - fully submerged • Floating - confident • Swim ability - attempting to swim (between two to three metres)

Source: Leisure and Culture Dundee

The children were assessed and divided into two natural groupings:

- Level 1 (Group 1 – 9.30am) – children who could not swim and who lacked confidence in the water.
- Level 2 and 3 (Group 2 – 10am) – children with more confidence in the water but varying levels of swim ability.

Feedback from the consultations confirms that the assessment and groupings worked well in practice – by chance, it also resulted in a relatively equal number of children in each group.

When the children were assessed at Level 1 to Level 3, the swim teachers at each session operated two tanks (roped off areas within the shallow end of the pool) with the Level 1 children in one section and Level 2 and 3 in the other section. This worked well with the space available and numbers of pupils within each session.

The assessment took place at the start and end of the pilot. Wider points to note include that:

- The swim teachers felt that any additional assessment (for example, mid-point) would be time consuming and would require additional resources due to sessions being back-to-back and the number of pupils involved.
- The team felt that real progress was being made with swimming ability and taking time out to complete another assessment would have had a negative impact on this (that is, taking time away from delivery).

If a third swim teacher had been available to support delivery, it is our understanding that the children would have been divided into three groups to match the three levels of assessment outlined in **Table 3.2**. This would have provided a further smaller group for the senior pupils of Baldragon Academy to support.

Each school swimming session was originally going to be one-hour (that is, poolside delivery) - in practice it was two shorter 30-minutes sessions. Points to note from the consultations include that:

- There was flexibility to adjust timings to fit around availability, timetabling and other factors.
- While one group of children were in the pool for their 30-minute session, the other group were dry-side changing (and with the Sidlaw View Primary School teacher).
- Pool dimension and depth of the Baldragon Academy swimming pool created some problems for how the sessions were meant to run and the number of children that could be supported at any one time. The intention was for the sessions to be delivered with no swimming aids, but this could not be catered for if all of the children were in the pool at the same time. This may have been less of an issue if there had been three rather than two swim teachers, but other factors may have been at play (for example, technical ability of the children).

Baldragon Academy pupils and support teacher

Nine Baldragon Academy pupils and a support teacher were originally involved in the pilot. Their initial experience and knowledge with swim teaching was felt to be very limited.

The first few weeks of the pilot therefore included:

- An introduction to the mechanics and the core aquatic skills.
- Observing the swim teachers and recording what they were doing/body language and identifying how they organised and controlled the class.

Over time, the trainees progressed onto shadowing and co-delivering the class with one or two children involved in the pilot. The swim teachers tried to keep the same trainee with the same children each week to make it easier for them, and due to the time constraints.

The general feedback was that this gave the trainees a good introduction to swim teaching.

With hindsight, it was felt that 10 trainees/candidates at the start was perhaps too many for the size of poolside and two swim groups/classes.

Scottish Swimming Teacher Qualification

In Scotland, the Scottish Swimming Teacher Qualification (SSTQ) is the industry standard for those who wish to teach unsupervised to groups of swimmers with a range of abilities - it is essential for seeking employment as a swim teacher (see **Appendix C** for more information).

The course is typically delivered by self-employed tutors who have gone through Scottish Swimming's approved training scheme.

The Aquatic Mentor at Leisure and Culture Dundee had recently finished their tutor training and co-delivered the Baldragon course (with two fully qualified tutors providing support) to become fully qualified. The course timetable therefore had to fit in with the qualified tutors/mentors. An issue was that the mentors worked in Edinburgh and could not travel to Dundee due to their work commitments.

A hybrid approach is taken for some courses, as was the case here in a slightly different way – the candidates and Aquatic Mentor took part in the course in person while the other tutors joined online.

The duration of the course is eight days which is divided between 32 hours of practical teaching and 32 hours of theory. When the timetable first came out, it included online sessions on some evenings. The Aquatic Mentor discussed with the trainees any barriers that might prevent them from attending the course as it included evenings and weekends.

The only barrier raised at this time by trainees was online learning. It was noted that online learning may not be a suitable option for all young people who, for example, may share a bedroom with a sibling or who live in a noisy household. This particular issue was resolved by obtaining a classroom at another school (Grove Academy) where Leisure and Culture Dundee deliver school swimming provision. This solution also provided further pool sessions for the trainees.

The eight sessions took place between 4th May and 18th June 2023 (Thursday evenings and full-day Saturday and Sunday) at two locations, Grove Swim and Sports Centre and St Pauls Swim and Sport Centre.

The SSTQ course was delivered at the same time as the secondary school exam timetable which posed challenges for Baldragon Academy and for some of the pupils involved.

3.5 Costs

The focus of the evaluation was not to compare the cost of each of the pilots (not least as each pilot adopted a different approach) – rather, the focus was to better understand the extent to which the pilots were successful in supporting children and young people to improve their water safety and swimming skills.

For the Dundee pilot, costs would in reality be incurred for the following broad cost headings:

- Project management team/administration support.
- Swim teacher costs.
- Pool hire.
- Lifeguard costs.
- SSTQ course costs (£550 per person).
- Tutor/mentor costs.
- Equipment.

In the current financial climate, tough decisions require to be made by local authorities and other public sector organisations about how they target and prioritise scarce financial resources. Any school swimming provision is, however, better than no provision at all.

4 Experience and impact

4.1 Introduction

This chapter provides our analysis of the monitoring data for the Dundee pilot provided by:

- Leisure and Culture Dundee – the baseline and end of pilot data on technical ability for the Sidlaw View Primary School pupils who took part, and information on the Baldragon Academy trainees.
- Sidlaw View Primary School - qualitative feedback from the children who took part.

Scottish Swimming provided each pilot with details of the information and data to be captured (and when), and a template for recording this.

4.2 Draft Scottish Swimming school swimming framework

Scottish Swimming and partners have developed a draft school swimming framework to support delivery of effective school swimming provision. This is part of a wider project to support local authorities and their partners with the planning, development, and delivery of school swimming.

The framework itself has defined aims, objectives, and swimming (and wider) outcomes, and the different stages are briefly described below:

- Stage 1 - Aim: Develop confidence in the water and introduce basic aquatic skills.
- Stage 2 – Aim: Increase competency of basic aquatic skills.
- Stage 3 – Aim: Utilise basic aquatic skills to produce safer pupils.
- End point - "Aquatics for life".

Each stage, and the swimming outcomes within each stage, become more technical as the children advance.

4.3 Overall performance

Thirty pupils from Sidlaw View Primary School (Primary 4) took part in the pilot – 11 boys and 19 girls, **Figure 4.1**.

Figure 4.1: Sidlaw View Primary School children involved (all and by group)
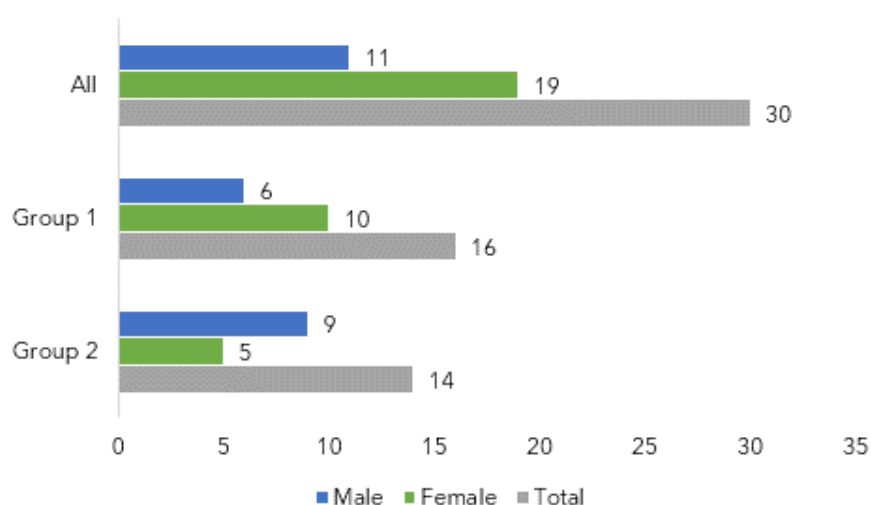
Source: EKOS analysis of Leisure and Culture Dundee data
N=30

Based on the assessment of technical swimming ability undertaken by the swim teachers in week 2, the children were split into two groups:

- Level 1 (Group 1 – 9.30am) – children who could not swim and who lacked confidence in the water.
- Level 2 and 3 (Group 2 – 10am) – children with more confidence in the water but varying levels of swim ability.

Figure 4.2 provides a high-level overview of the proportion of children who completed each stage of the pilot by the end of the 12-week block.

While some improvement in technical swimming ability and confidence is evident across the pilot, the sample size is small. The findings are, however, encouraging:

- Overall, the vast majority of children completed Stage 1 (80%).
- This declined to 40% for Stage 2 and to 20% for Stage 3 by the end of week 12.
- The vast majority of children did not complete the three stages of the draft school swimming framework (80%).

Figure 4.2: Proportion of children completing each stage by week 12 (all and by group)
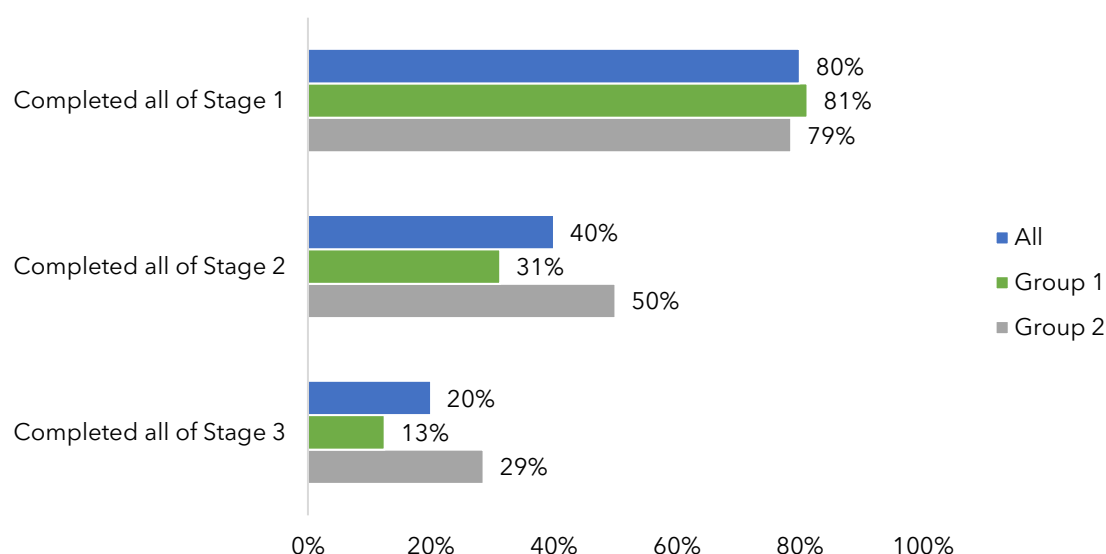
Source: EKOS analysis of Leisure and Culture Dundee data
N=30

We now look at each stage of the framework in more detail.

4.4 Stage 1 - develop confidence in the water and introduce basic aquatic skills

Stage 1 of the draft school swimming framework has six skills (swimming outcomes). This ranges from children being able to "enter and exit the pool safely without assistance" to children "experiencing deep water".

Figure 4.3 shows the Stage 1 baseline and end of pilot position for the children who took part. Key messages to note from the baseline position include that:

• All children could complete one of the six skills within Stage 1 at the start of the pilot - "enter and exit the pool safely without assistance".

• The vast majority of children (90%) could also complete another skill within Stage 1 at the start of the pilot – "demonstrate movements across shallow water".

• A large proportion of children could not do the remaining four skills within Stage 1 at the start. Completion rates ranged from a low of 0% ("experience deep water") to just over half ("display aquatic breathing with full submersion - blow bubbles", and "demonstrate flotation with an aid").

Strong progress was made across Stage 1 by the end of the pilot. Points to note include that:

- The vast majority of children could complete each skill or swimming outcome within Stage 1 by week 12.
- All children were able to do three of the six skills within Stage 1 by the end of the pilot - "enter and exit the pool safely without assistance" (100% at baseline), "demonstrate movements across shallow water", and "display aquatic breathing with full submersion (blow bubbles)", and almost all could "demonstrate flotation with an aid".

Figure 4.3: Stage 1 – baseline and end of pilot position (all children)
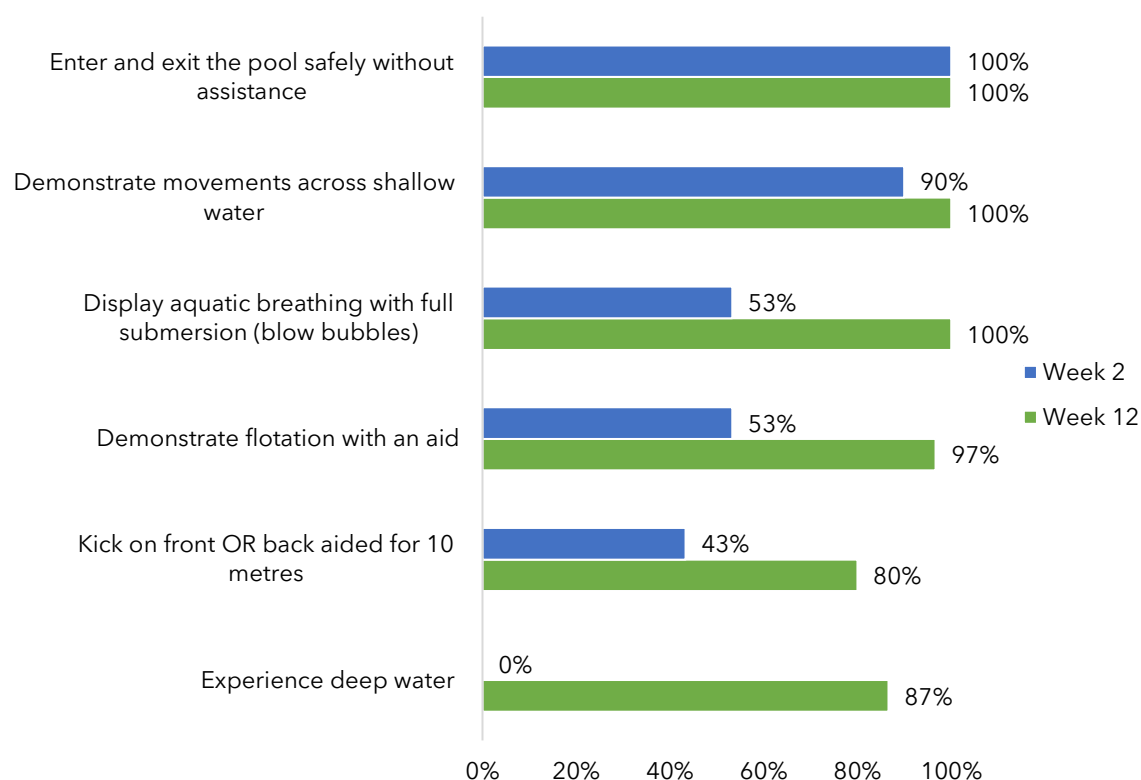
Source: EKOS analysis of Leisure and Culture Dundee data
N=30

The skill "experience deep water" is worthy of further note. Significant progress was made from the baseline to end of pilot – an increase of 89 percentage points.

It is our understanding that the Stage 1 "experience deep water" skill is open to interpretation. While Scottish Swimming consider this to mean that the children are simply taken to the deep end of the pool and asked to look down into the pool to see how deep the water is (and difference in depths), some pilots and swim teachers (including Dundee and North Lanarkshire) interpreted and assessed this as the children physically being in the deep end of the pool – hence the low completion rate for this skill at the start of the pilot (that is, 0% completed). "Enter deep water" (that is, physically being in deep water) is a skill within Stage 2 of the framework (see **Section 4.5**).

Overall, when the data is examined by group, Group 2 in the main achieved a higher completion rate than Group 1 across Stage 1, **Figure 4.4** and **Figure 4.5**. Points to note include that:

- By week 12, all of Group 2 could complete four of the six skills within Stage 1. This shows that even the 'better' ability group improved their swim ability and confidence.
- Interestingly, a larger proportion of Group 1 completed the remaining two skills within Stage 1, namely "kick on front or back aided for 10 metres", and "experience deep water".

Figure 4.4: Stage 1 – baseline and end of pilot position (Group 1)
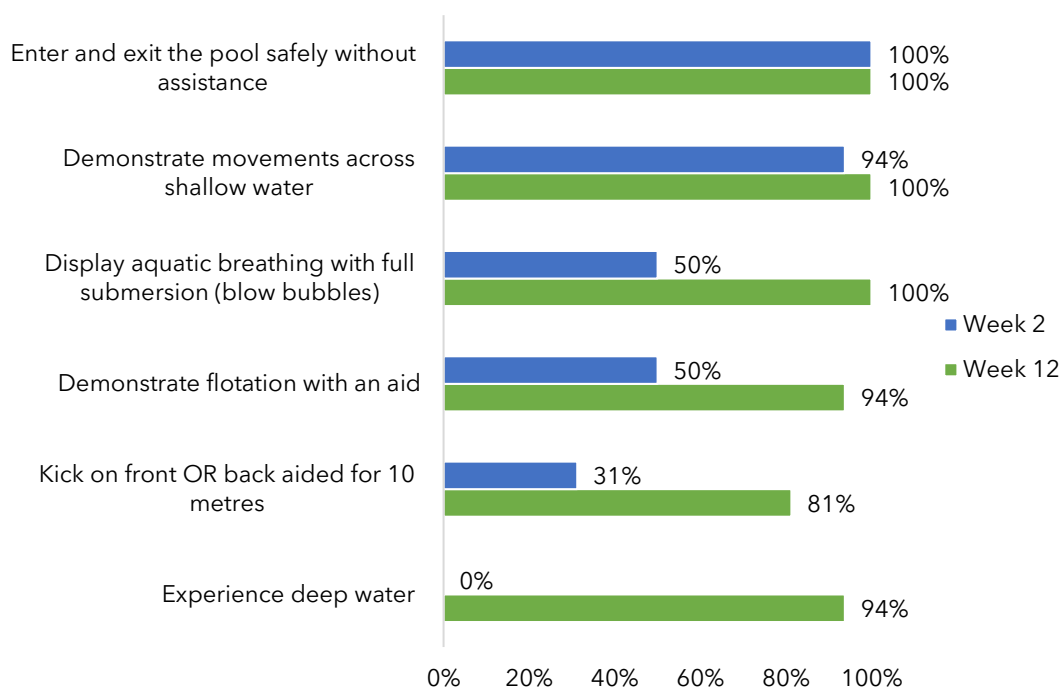
Source: EKOS analysis of Leisure and Culture Dundee data
N=16

Figure 4.5: Stage 1 – baseline and end of pilot position (Group 2)
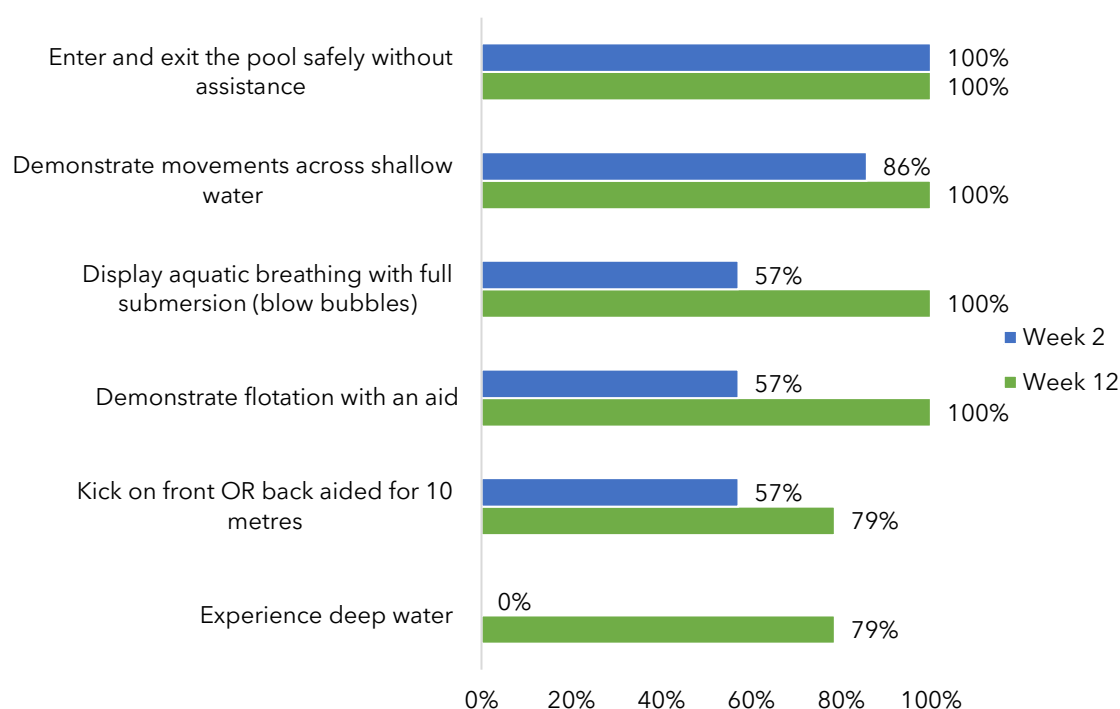
Source: EKOS analysis of Leisure and Culture Dundee data
N=14

Table 4.1 shows the percentage point change from the baseline to the end of pilot for Stage 1 by all children and by group.

Table 4.1: Stage 1 - percentage point change from baseline to week 12

	Group 1	Group 2	All
Enter and exit the pool safely without assistance	-	-	-
Demonstrate movements across shallow water	+6pp	+14pp	+10pp
Display aquatic breathing with full submersion (blow bubbles)	+50pp	+43pp	+47pp
Demonstrate flotation with an aid	+44pp	+43pp	+44pp
Kick on front or back aided for 10 metres	+50pp	+22pp	+37pp
Experience deep water	+94pp	+79pp	+87pp

Source: EKOS analysis of Leisure and Culture Dundee data
N=30

Key points to note from the table above include that:

- The biggest change for all children was against the Stage 1 skill "experience deep water". However, see the earlier point made about how this skill was interpretated.
- Overall, the biggest change in progress was among Group 1 - this is perhaps not surprising as this group of children started from a lower base of swim ability and confidence.
- It also shows that Group 2 made progress in their swim ability.

4.5 Stage 2 - increase competency of basic aquatic skills

Stage 2 of the draft school swimming framework contains five skills (swimming outcomes), which ranges from "jump into shallow water with full submersion" to "enter deep water".

Figure 4.6 shows the Stage 2 baseline and end of pilot position for the children who took part. Key messages to note from the baseline position include that:

- Few children were able to complete any of the five skills within Stage 2 at the start.
- Indeed, no children could do four of the five skills at the baseline stage.
- Almost one-quarter of children (23%) were able to "jump into shallow water with full submersion" at the start of the pilot (all were Group 2), however, a vast majority of children were not able to do this at the baseline stage (77%).

Figure 4.6: Stage 2 - baseline and end of pilot position (all children)
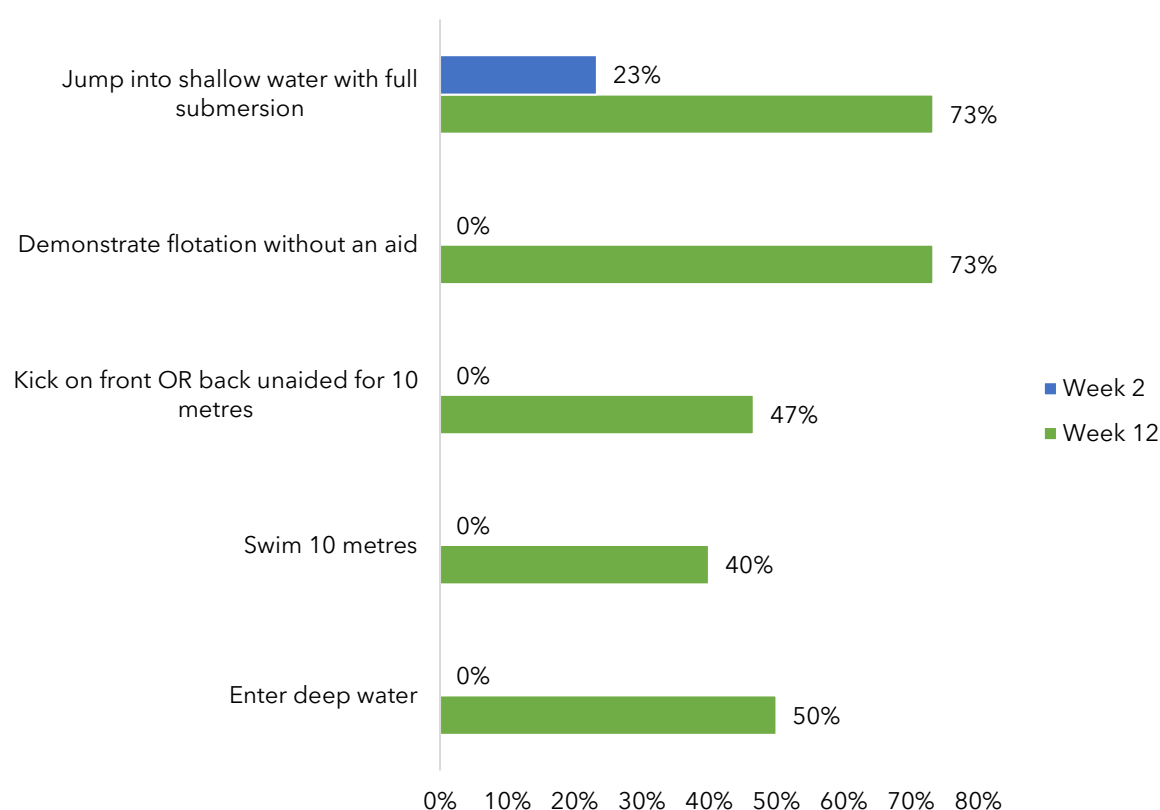
Source: EKOS analysis of Leisure and Culture Dundee data
N=30

By the end of the pilot, some progress is evident across Stage 2, but less than the progress made against Stage 1. Points to note include that:

- No skill within Stage 2 was 100% achieved by the end of the pilot.

- Almost three-quarters of children (73%) were able to complete two skills within Stage 2, namely "jump into shallow water with full submersion" and "demonstrate flotation without an aid" by week 12.
- Half of children could now "enter deep water" (against a baseline of 0%).
- Completion rates were also lower for the two skills of Stage 2 that are distance-based, namely "kick on front or back unaided for 10 metres" and "swim 10 metres". No children were able to do these at the baseline stage.

Overall, when the data is examined by group, Group 2 in the main achieved a higher completion rate than Group 1 across Stage 2, **Figure 4.7** and **Figure 4.8**. Points to note include that:

- By week 12, a higher proportion of Group 2 could do each skill within Stage 2 with the exception of "enter deep water". This shows that the 'better' ability group also made progress in their swim ability.
- A sizable proportion of both Group 1 and Group 2 could not complete the two distance-based skills at the end of the pilot.

Figure 4.7: Stage 2 - baseline and end of pilot position (Group 1)
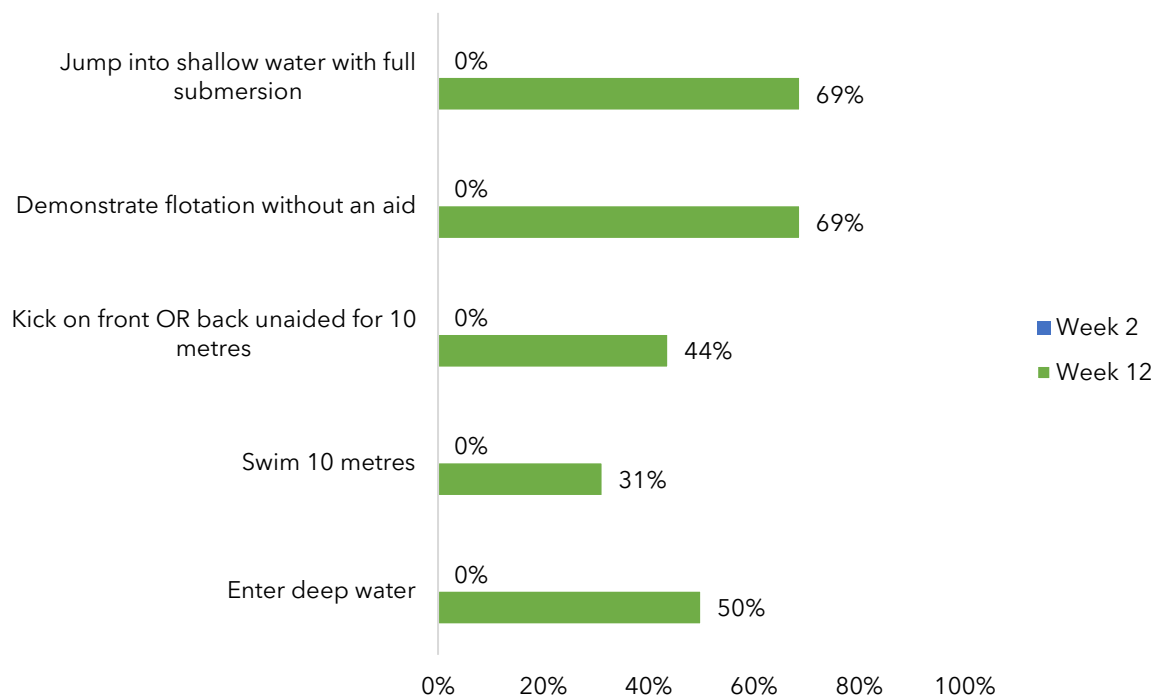
Source: EKOS analysis of Leisure and Culture Dundee data
N=16

Figure 4.8: Stage 2 - baseline and end of pilot position (Group 2)
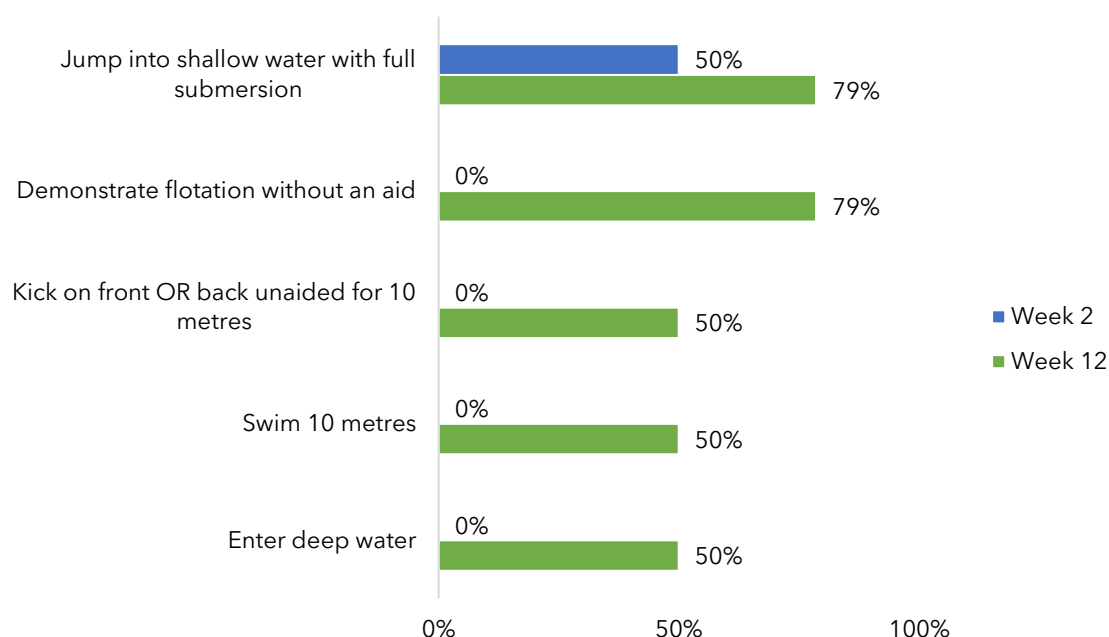
Source: EKOS analysis of Leisure and Culture Dundee data
N=14

Table 4.2 shows the percentage point change from the baseline to the end of the pilot by Stage 2 by all children and by group. Points to note include that:

- The biggest change for all children was against the skill "demonstrate flotation without an aid". And the least progress was made against the skill "swim 10 metres".
- In the main, Group 2 progressed the most (that is, this group experienced a bigger change in technical ability from baseline to the end of pilot). This is also a positive result.
- The biggest change in progress for Group 1 was against the Stage 2 skills of "jump into shallow water with full submersion" and "demonstrate flotation without an aid". No children in this group could do these skills at the baseline stage.

Table 4.2: Stage 2 - percentage point change from baseline to week 12

	Group 1	Group 2	All
Jump into shallow water with full submersion	+69pp	+29pp	+50pp
Demonstrate flotation without an aid	+69pp	+79pp	+73pp
Kick on front OR back unaided for 10 metres	+44pp	+50pp	+47pp
Swim 10 metres	+31pp	+50pp	+40pp
Enter deep water	+50pp	+50pp	+50pp

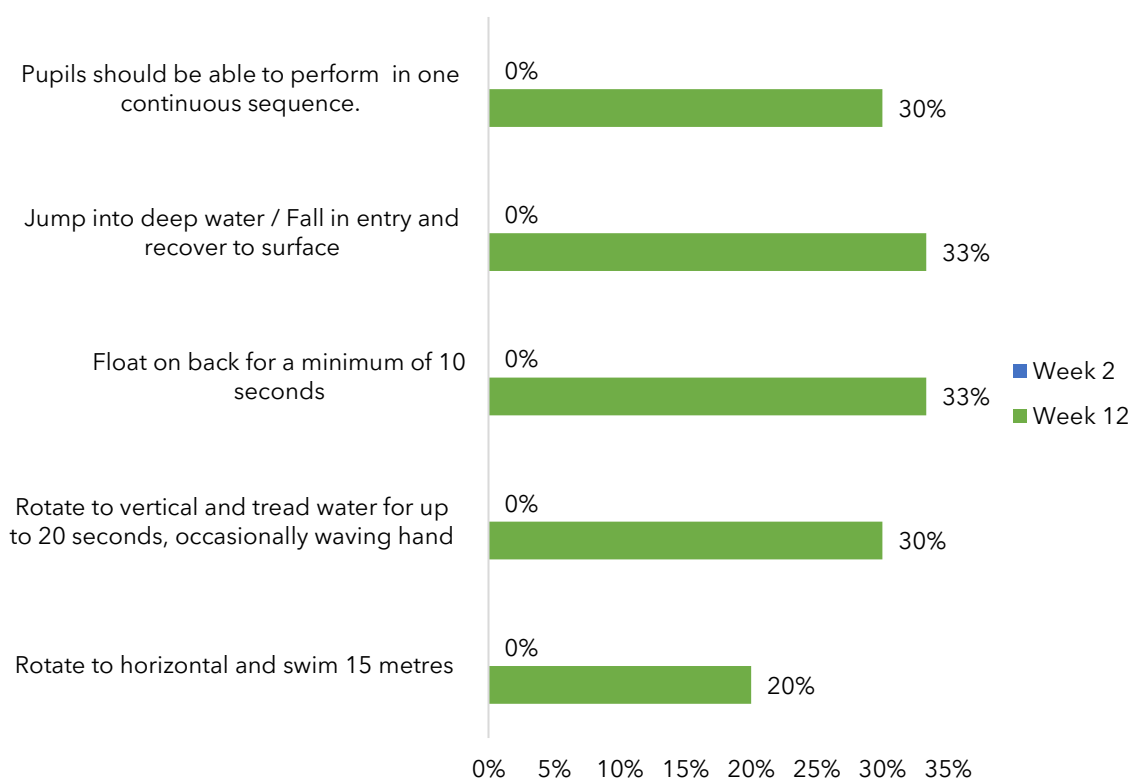Source: EKOS analysis of Leisure and Culture Dundee data
N=30

4.6 Stage 3 - utilise basic aquatic skills to produce safer pupils

Stage 3 consisted of five skills (swimming outcomes), ranging from "pupils should be able to perform in one continuous sequence" to "rotate to horizontal and swim 15 metres".

 Figure 4.9 shows the Stage 3 baseline and end of pilot position for the children who took part. The key message from the baseline position is that:

- No children could do any of the skills within Stage 3 at the beginning of the pilot.

Figure 4.9: Stage 3 - baseline and end of pilot position (all children)

Source: EKOS analysis of Leisure and Culture Dundee data
N=30

Limited progress is evident across Stage 3 of the framework by the end of the pilot, and much less so than Stage 1 and Stage 2. Points to note include that:

- The vast majority of children could not complete any of the five Stage 3 skills by week 12. This ranged from 67% to 80% depending on the skill.
- Around one-third of children could do four of the five skills within Stage 3 by the end of the pilot.

- Least progress was made against "rotate to horizontal and swim 15 metres" - one-fifth of children had this skill by the end of the pilot.

Overall, when the data is examined by group, Group 2 in the main achieved a higher completion rate than Group 1 across Stage 3, **Figure 4.10** and **Figure 4.11**. Points to note include that:

- By week 12, a higher proportion of Group 2 could do each skill within Stage 3 than Group 1. However, a sizable proportion of Group 2 could not do any of these skills by the end of the pilot (ranging from 50% to 71%).
- Less than one-fifth of Group 1 could do each skill within Stage 3 by the end of the pilot. This means that a vast majority of children in this group could not do any of the skills within this stage by the end of the pilot (ranging from 81% to 87%).

Figure 4.10: Stage 3 - baseline and end of pilot position (Group 1)
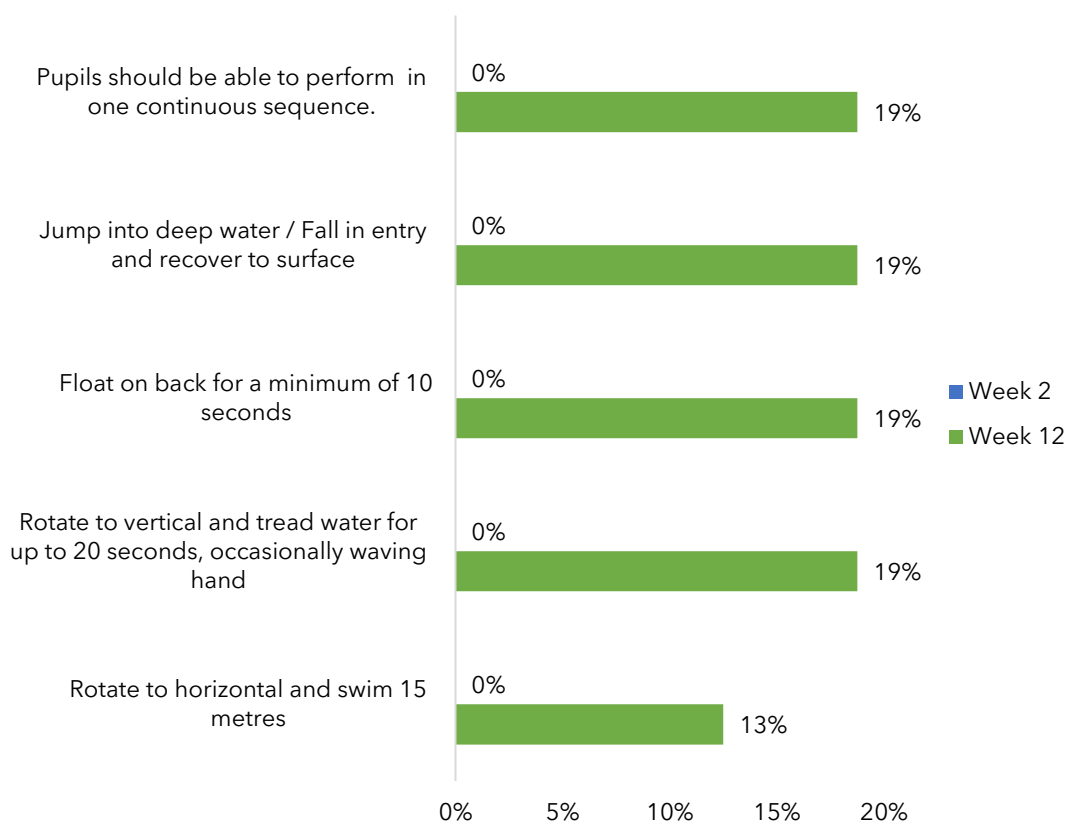
Source: EKOS analysis of Leisure and Culture Dundee data
N=16

Figure 4.11: Stage 3 - baseline and end of pilot position (Group 2)
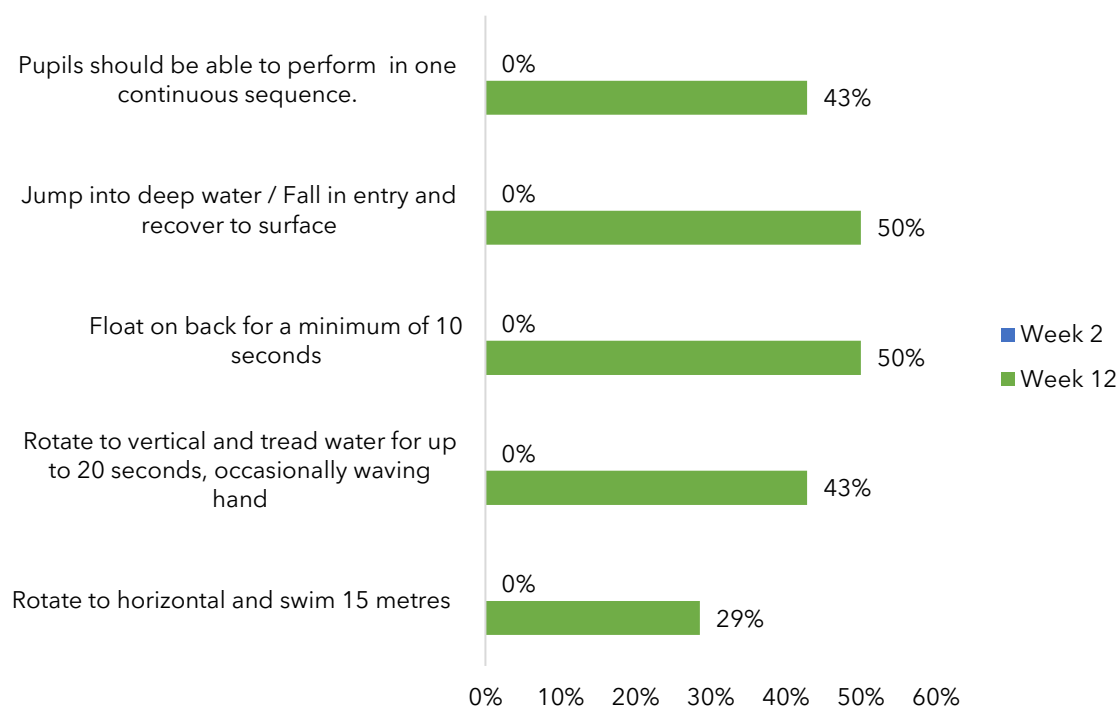
Source: EKOS analysis of Leisure and Culture Dundee data
N=14

Table 4.3 shows the percentage point change from the baseline to end of pilot by Stage 3 by all children and by group. Points to note include that:

- The biggest change for all children was against the skills "float on back for a minimum of 10 seconds" and "rotate to vertical and tread water for up to 20 seconds".
- Least progress for all children was made against "jump into deep water/fall in entry and recover to surface".
- Most progress from the baseline was made by children in Group 2 – this demonstrates that the 'better' ability group achieved benefits as a direct result of taking part.

Table 4.3: Stage 2 - Percentage Point Change from Baseline to Week 12

	Group 1	Group 2	All
Jump into deep water/fall in entry and recover to surface	+19pp	+43pp	+30pp
Float on back for a minimum of 10 seconds	+19pp	+50pp	+33pp
Rotate to vertical and tread water for up to 20 seconds, occasionally waving hand	+19pp	+50pp	+33pp
Rotate to horizontal and swim 15 metres	+19pp	+43pp	+30pp
Jump into deep water/fall in entry and recover to surface	+13pp	+29pp	+20pp

Source: EKOS analysis of Leisure and Culture Dundee data
N=30

4.7 Additional monitoring data

This section includes our analysis of additional monitoring data requested by Scottish Swimming and captured by the Sidlaw View Primary School teacher.

It should be noted that there are some data gaps, for example:

- No data was provided on participants: gender[2]; age; home postcode; whether they access free school meals; and whether they are assessed disabled.
- As reported below, one dataset rather than two was provided for the statements on the school swimming sessions and swimming in general.

Similar to the technical ability data presented in the sections above, the intention was for some additional monitoring data to be captured from the children at the baseline stage and then at the end of the pilot to monitor any changes.

One dataset was provided and we have assumed that the assessment was undertaken at the end of the pilot.

Children were asked to review some short statements about the school swimming provision and about swimming more generally. The teacher used a traffic light system - "yes" (green), "no" (red), or "unsure" (yellow).

Figure 4.12 presents the findings for all children who took part in the pilot.

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[2] Leisure and Culture Dundee provided a high level overview of the split by gender. However, the dataset provided only had the name of the pupil which included some unisex or gender neutral names. As such, it was not possible to undertake analysis of the monitoring data by gender.

Figure 4.12: Children's views on the school swimming provision and swimming generally (all children)
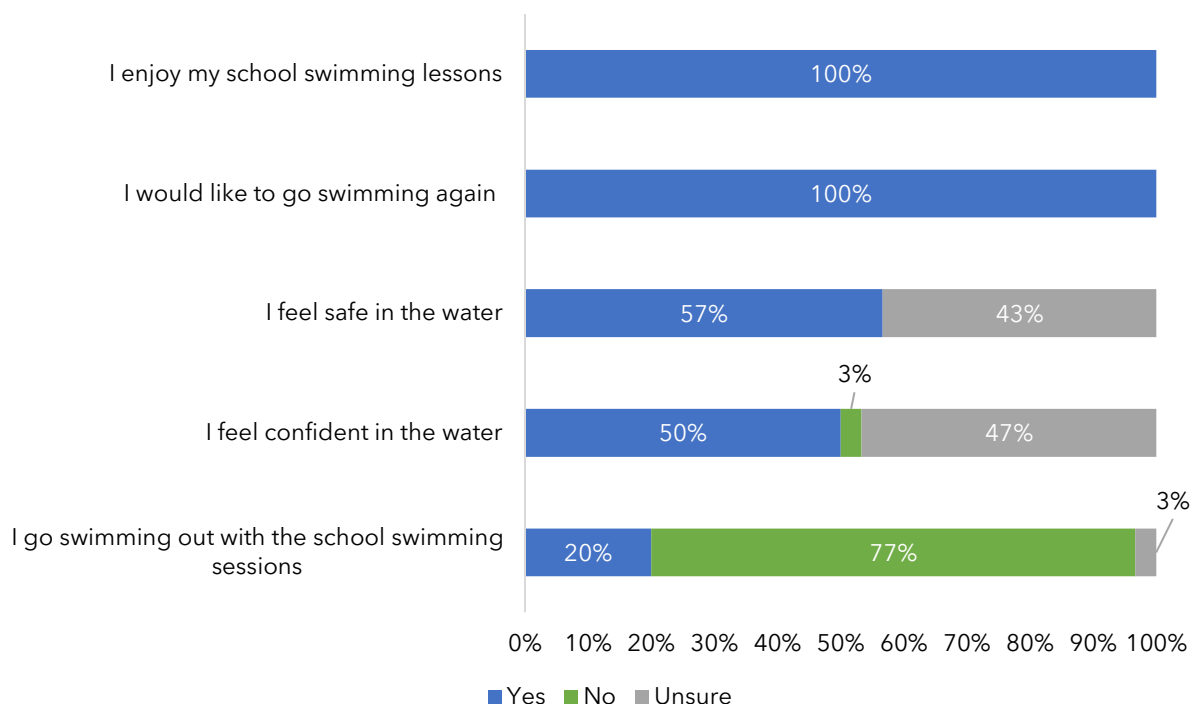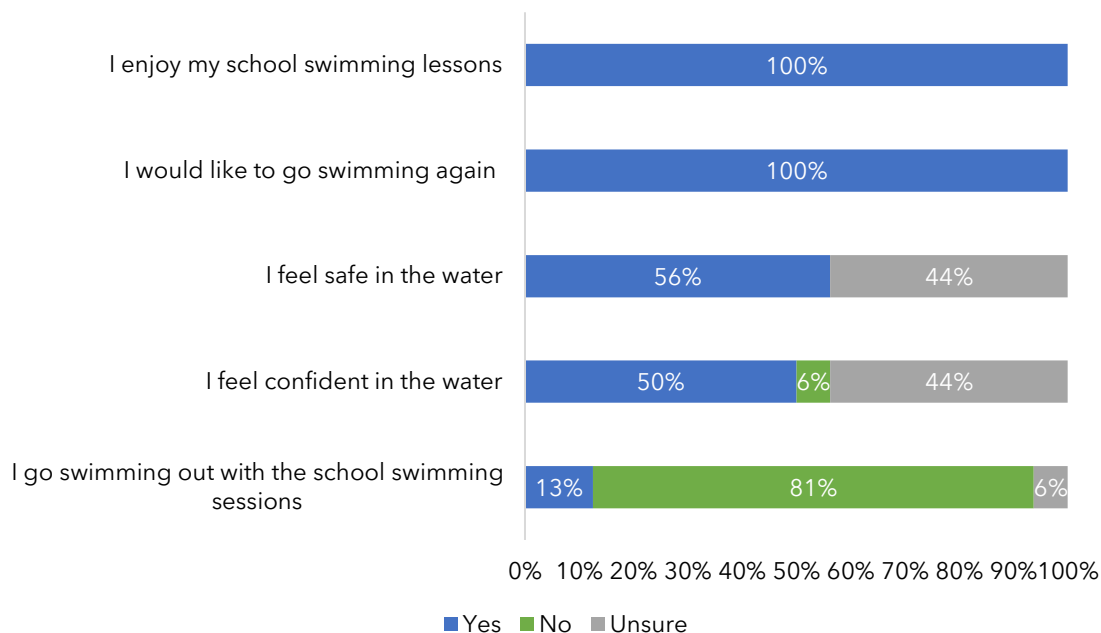

Source: EKOS analysis of Sidlaw View Primary School data
N=30

Feedback from the children is mixed. Points to note include that:

- On a positive note, all children said that they enjoyed the school swimming provision, and all said that they would like to go swimming again. Our understanding from the teacher is that the school swimming provision was the highlight of the children's week – they really enjoyed it and had great fun.

- While children expressed strong interest to go swimming again, more than three-quarters said that they do not go swimming outwith the school swimming provision. Indeed, there may be barriers that make going swimming out with the school swimming provision more difficult for these children (for example, cost, distance from a swimming pool, do not go as a family). Some children did not have a swimming costume/trunks and this cost was covered through the pilot.

- There are relatively high levels of uncertainty expressed by the children for the statements "I feel safe in the water" (43%) and "I feel confident in the water" (47%). Water safety and confidence are key aspects of the school swimming provision. While strong progress was made by the children against Stage 1 of the draft school swimming framework, this was less evident at Stage 2 and in particular Stage 3.

Figure 4.13 and **Figure 4.14** provides a further breakdown by group. The feedback is fairly similar, although Group 2 children are more likely to go swimming out with the school swimming provision (albeit a majority of children in both Group 1 and Group 2 do not).

Figure 4.13: Childrens views on the swimming provision and swimming generally (Group 1)

Source: EKOS analysis of Sidlaw View Primary School data
N=16

Figure 4.14: Childrens views on the swimming provision and swimming generally (Group 2)
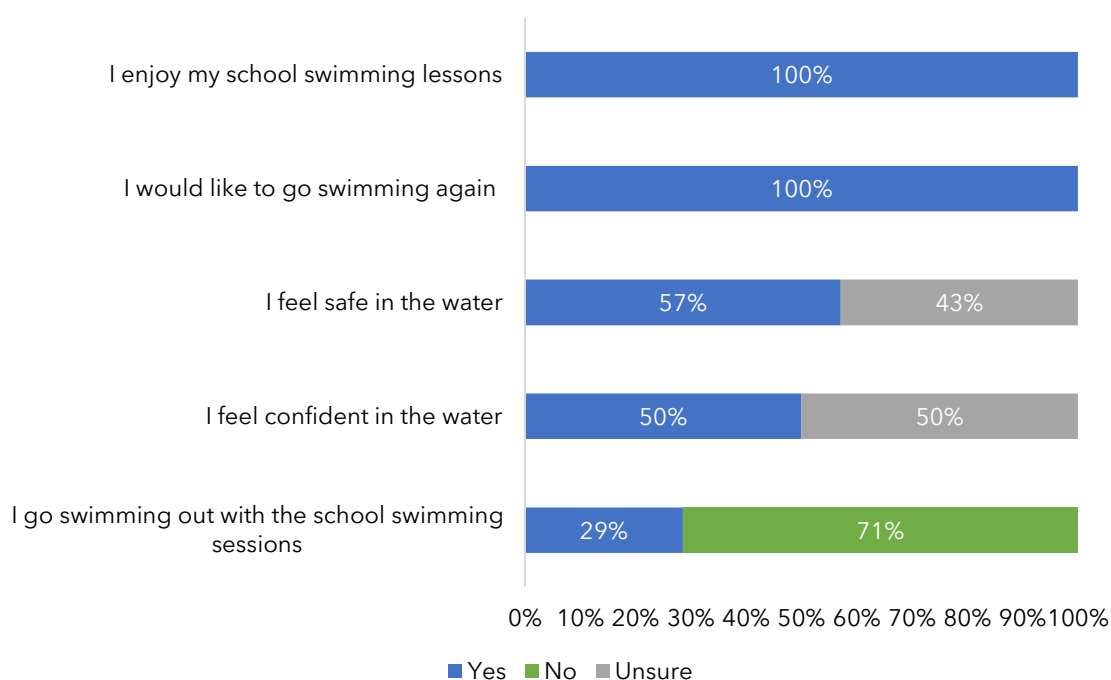
Source: EKOS analysis of Sidlaw View Primary School data
N=14

In addition to the statements outlined above, and outwith the monitoring requirements for the pilot, the Sidlaw View Primary School teacher incorporated the school swimming provision as part of a class exercise. This was a positive addition to capture wider feedback from the children. The children were asked to write a short sentence or paragraph about how they felt about the school swimming provision.

Based on a review of this feedback, common themes include that the children:

- Generally expressed nervousness prior to attending their first school swimming session. All note that they enjoyed the school swimming sessions, and some say that they now feel more confident in the water.
- Highlighted new skills and abilities they learned as a result of the school swimming provision (for example, floating, jumping into the pool, submersion).

Some quotes from the children are provided below.

> "When I went to the swimming pool at Baldragon, I was a bit nervous. I like swimming because you get to go in a pool and splash. At swimming, people help kids if they can't swim."
>
> "My favourite thing is when we have to blow bubbles from our noses."
>
> "The teachers help us to float and make sure we don't slip or fall. With a noodle we kick our legs. They give us a pool noodle and we put it around our tummy and we put our head in the middle of the noodle and float. I love swimming."
>
> "I have improved on my swimming from the first day I went. I can now jump in the deep end with a little help and I can also float on my back and tummy. I have loved going to swimming with my class because it is fun and I just love it."
>
> Sidlaw View Primary School pupils

4.8 Baldragon pupils and support teacher

As reported earlier, nine senior pupils and a support teacher from Baldragon Academy originally volunteered to take part in the pilot (ten volunteers in total). Points to note include that:

- One senior phase pupil decided it was not for him after week 2. It was reported that the rest of the trainees had generally good attendance up until exam time (resulting in nine trainees). A level of drop-out is, however, to be expected.

- Four trainees ultimately started the SSTQ course.
- The main factors behind the other five Baldragon Academy pupils not starting the SSTQ course included that they either needed to focus on studying for exams or had other commitments (for example, other sporting commitments in evenings or weekends).

The four candidates completed and attained the SSTQ qualification on 18th June 2023. This is a positive achievement and outcome for the pilot and the people involved.

Scottish Swimming has since confirmed that participation on the SSTQ course for the five other pupils could be transferred to a future course – it is our understanding that one person has indicated that they would like to accept this offer. This type of flexibility should be welcomed.

One of the pupils also achieved the NPLQ.

A pupil quote is provided below.

> "At the beginning I felt nervous and was quiet. I did not want to get in anyone's way. Involvement did not affect my schoolwork as I caught up with this at home. I feel involvement was quite short in duration, but I learned to not be as nervous. Having the previous experience on pool-side helped when it came to the training/qualification side. But it could have been better if we had learned a little more about the children taking part and the course before we started".
>
> Baldragon Academy pupil

4.9 Summary overview

While some improvement in technical swimming ability and confidence is evident across the pilot, the sample size is small. The findings are, however, encouraging.

Certain stages/skills of the draft school swimming framework posed greater challenges for the Sidlaw View Primary School participants than others. The session structure may need to be reassessed to allow greater time to be spent on certain swimming outcomes (that is, more time on task).

Not many children (six or 20%) completed Stage 3 by the end of the pilot. There are differences in progress and attainment of skills and swim ability by the two swim groups. As may be expected, a larger proportion of children in Group 2 achieved a broader range of skills by the end of the pilot compared to Group 1 (that is, they also improved their swim ability) – however, Group 1 generally started from a lower base position.

There was a change in plan. The session was originally planned as a one-hour poolside session – this was changed to two 30-minute sessions to cater for two larger groups of children.

While any school swimming provision is positive and should be actively encouraged, the reality is that a 30-minute swimming session on its own may not be enough for most children to learn to swim, and to become confident, safer, and competent swimmers. That is, if children do not also go swimming out with the school swimming provision to reinforce learning.

Indeed, a large proportion of children (across both swim groups) do not feel confident or safe in the water at the end of the 12-week block. From a cost and scheduling perspective, 30-minutes is, of course, better than no school swimming provision at all – indeed, it could be the only opportunity some children have to develop and improve their swimming and water safety skills.

In order for children to continue to develop their water safety knowledge and confidence and swim ability post-pilot, there is a need for children (and their parents) to be connected into Leisure and Culture Dundee's wider offer. That being said, while all children enjoyed the school swimming provision and would like to go swimming again, few currently go swimming outside the school day. This suggests that there are wider barriers at play (for example, cost).

The feedback from stakeholders on the Baldragon Academy school pupils involved also confirmed increased knowledge and confidence, better communication, and wider skills. However, it was felt that more teaching and theory time would have been beneficial.

5   Strengths, challenges, and lessons learned

5.1 Introduction

This section summarises the main strengths of the Dundee pilot, challenges encountered, and lessons learned. It is based on the evidence presented in the previous chapters and from our consultations with project partners.

5.2 Strengths

The main strengths of the Dundee pilot are identified as follows:

- The partnership approach, including the involvement of Active Schools.
- The pilot strengthened connections between a cluster primary and secondary school.
- There were no transport cost barriers to participation - the primary school that took part is in very close proximity to the secondary school and its swimming pool.
- The equal emphasis the school swimming provision placed on water safety and improving swimming ability.
- The technical assessment and groupings of children worked well in practice.
- A good focus on deprivation.
- A strong focus on skills development and improving the employability prospects of young people (Baldragon Academy):

    o   Skills development (confidence, team-working, leadership).
    o   Achievement of the SSTQ/NPLQ is outwith traditional "academic" qualifications.
    o   Participation will look good on CVs.
    o   Some may continue their involvement in swimming teaching, including in any future iteration of the school swimming pilot.
    o   It may encourage peers to volunteer in future iterations of the pilot.

- In-built flexibility to extend delivery from a minimum of eight weeks to 12 weeks – this helped to overcome challenges related to industrial action within schools and pool closures and enabled a longer block of school swimming provision to be provided. It also provided senior pupils with more time and opportunity to support delivery and to complete their qualification.
- Leisure and Culture Dundee has an Aquatic Mentor who is able to deliver future SSTQ courses.
- The Sidlaw View Primary School teacher incorporated the school swimming provision into a practical exercise for the children to undertake during the school day. This provided valuable qualitative feedback from the children who took part.

5.3 Challenges

The main challenges were reported as follows:

Process

- Delays in confirming the provision of Scottish Government funding had a chain of knock-on impacts, including implementation of the pilots at a local level, communication, partnership working, monitoring, and evaluation. There will always be external factors which are outwith the control of projects.
- The delayed start to the overall School Swimming Phase 1 Pilot project and piecemeal or drip-feeding of information on the pilot and on monitoring and evaluation meant that there was lack of clarity at the outset, as well as challenges in data collection which resulted in data gaps. This also made securing buy-in and engagement from primary schools more difficult, and with regards to approaches made to the schools for demographic information on participants.
- At the very start of the pilot there was also felt to be a lack of clarity on roles and responsibilities of the different management and delivery partners. Further, not all key individuals were involved at the very outset.
- There could have been greater clarity on what was expected from the Baldragon Academy school pupils' involvement at the outset. For example, roles and responsibilities, time commitment, and any additional requirements for volunteering.

Operational

- The majority of Leisure and Culture Dundee swim teachers are at university and availability to be involved in the pilot was constrained. The small shift allocation also posed challenges.

- There were said to be too many people poolside on the first week of the pilot (adults and Baldragon Academy pupils), therefore resources were not utilised to best effect. For example, there was felt to be a lack of clarity around who was doing what. This was, however, felt to have been addressed as the pilot progressed.

- Each school swimming session was originally going to be one-hour. Given the number of children involved, this was not feasible and was reduced to a 30-minute swim session for each of the two groups of children. Pool dimension and depth of the Baldragon Academy swimming pool created some problems for how the sessions were meant to run and the number of children that could be supported at any one time. A longer poolside delivery session would have been the preferred option (for example, more time on task).

- Longer than 45-minutes poolside experience for Baldragon Academy pupils would also have been preferred from a learning perspective.

- The timing of the school swimming provision (Monday mornings at 9.30am) posed challenges for some Baldragon Academy pupils who had classes in subjects such as Mathematics, etc.

- The Baldragon Academy school pupils involved in supporting delivery did not all have good levels of swim ability.

- Ten trainees/candidates at the start was perhaps too many for the size of the poolside and two swim groups/classes.

- The delayed start to the pilot meant that the timing of the SSTQ course then resulted in a clash with the Baldragon Academy school exam schedule (and therefore with study time). There were wider barriers to participation for some young people. Online learning may not be a suitable option for everyone, for example, those who may share a bedroom with a sibling or who live in a noisy household.

5.4 Lessons learned

The main lessons learned from the holistic approach in Dundee are identified as follows:

- The school swimming provision provides additional benefits to participants, over and above water safety and confidence and improved swimming ability. For example, health and wellbeing benefits, using school transport, learning how to access public services, socialising, and wider life skills such as changing their clothing.

- In any partnership or collaborative approach, early engagement and involvement of all partners and key individuals at the planning stage is critical as this will help to ensure a shared and clear understanding of roles and responsibilities. Fostering collaboration and cooperation between partners is key to ensuring smooth project planning, coordination, and delivery.

- A greater lead-in time to plan delivery at a local level as well as timely and comprehensive information and communication from Scottish Swimming and **sport**scotland is key. This is vital to ensure that everyone involved is clear at the outset on: the purpose, objectives, and outcomes of the pilot (that is, what change are funders looking to bring about); what is expected from delivery partners; data sharing requirements (and consent); what is to be measured (how and when); and on monitoring and evaluation requirements.

- Swim teachers are best placed to undertake the technical assessment of children – rather than relying solely on any third party input.

- The definition of some of the skills or swimming outcomes in their current format within the draft school swimming framework may be open to interpretation by swim teachers.

- Monitoring activity takes time and should be proportionate – administrative time (and cost) implications need to be fully considered at the outset.

- The time poolside is important. As most children did not complete the three stages of the framework by the end of the pilot, this suggests that longer sessions (duration and/or blocks) may be needed as well as for more children to go swimming out with the school sessions to reinforce learning. In particular, as many children started from a low level of swimming ability. There are cost, scheduling, and time implications associated with all of this. Any school swimming provision should, however, be encouraged.

- The group of children dry-side change their clothes and have down-time (30-minutes). Other pilots utilised and maximised this time for other things. For example, lifesaving and CPR skills or other PE activities. Some pilots may have more time (and space) available for this type of activity. Such an approach is considered more attractive to schools, especially those that have to cover transport costs.

- More teaching and theory time (that is, more than 45 minutes a week) is required for trainees/candidates.

- The timing of the school swimming provision and SSTQ course are both important considerations. Firstly, in terms of swim teacher availability as well as to ensure that senior pupils' core classes, study and school exam schedule are not compromised, and that participation does not place added pressure on young people.

- SSTQ sessions took place in the evening and at weekends, and some young people had other commitments at these times (for example, other sporting commitments, studying). This impacted retention and the number of young people who ultimately started and completed the qualification.

- The mode of delivery for the SSTQ may also constrain participation for some young people. For example, people have different learning preferences (in-person versus online), and delivery which includes some online provision may also not suit everyone (for the reasons described above).

- For any primary schools that are not within walking distance to a local swimming pool, there may have been barriers to involvement – most notably, transport costs and finding time in the school day. Financial assistance is required to help encourage more schools to be involved, and so that children do not miss out on an opportunity to learn a vital lifesaving skill.

- The CPD or continuous lifelong learning opportunities element was not inbuilt from the start of the pilot, rather it fell into place as the timing was right (Leisure and Culture Dundee were delivering the NPLQ anyway). Going forward it would be good to explore how this could be incorporated from the outset.

6 Recommendations

6.1 Introduction

This section presents some suggested recommendations for consideration by **sport**scotland, Scottish Swimming, and partners.

6.2 Recommendations

Our recommendations to **sport**scotland and Scottish Swimming (and partners) are to:

- Disseminate the findings of this evaluation to stakeholders, including to local authorities. While outcomes are mixed, the findings in relation to improvements in swimming ability and water confidence and safety (and wider health and wellbeing outcomes) are encouraging. Sharing the findings may also encourage local authorities that do not provide school swimming to make a case for future provision.

- Share the findings with the Scottish Government as part of the evidence base to make a case for the longer-term sustainable funding for school swimming. This would also help to overcome the barriers to participation faced by schools.

- Develop resource packs to support school swimming provision at a local level. These could then be used by local delivery partner(s) to engage with and secure buy in from key stakeholders, including schools.

- Take the necessary steps to finalise the school swimming framework for wider use at a local level. Swimming outcomes should be reviewed to ensure they are clearly and sufficiently defined and to support a consistent approach to monitoring.

- Clarify whether school swimming provision should have a particular focus on deprivation. Most, but not all, pilots addressed deprivation in some way (albeit to varying degrees). This may look different in, for example, urban compared to rural areas.

- Continue to raise awareness of the physical and wider benefits of being able to swim and going swimming out with the school day to reinforce learning, and to address the barriers that may prevent some children from participation. The pilots confirm that school swimming provision on its own is not likely to make most children confident, safe, and competent swimmers.

- Prepare detailed guidance to inform the monitoring of school swimming provision and provide training. This will help ensure a shared understanding as well as standardisation and consistency in data collection and reporting. Monitoring should be proportionate, and an external evaluation should also be factored into future plans.

Some specific recommendations for the Dundee pilot are to:

- Develop a "terms of reference" (or similar) for the steering group to help ensure there is a shared understanding of the project's purpose and intended outcomes. This would also provide clarity on roles and responsibilities.

- Consider the introduction of a swim test for potential trainees with minimum criteria set, possibly the NPLQ swim assessment, prior to selection for involvement.

- Give due consideration, in discussion with Scottish Swimming, to the timing, duration, and mode of delivery for any future SSTQ courses that participants are involved in. There were issues that impacted on the retention of young people starting and undertaking the course as part of the pilot.

- Consider embedding a CPD or continuous lifelong learning opportunities element from outset of any future school swimming provision. This was not inbuilt from the start of the pilot, rather it fell into place as the timing was right (Leisure and Culture Dundee were delivering the NPLQ anyway).

Appendix A: The other three pilots

Universal approach

North Lanarkshire - a cluster of primary schools located in deprived areas were invited to take part in the pilot in North Lanarkshire. A whole class or year group took part and were provided with a block of 'quality' school swimming provision during the school day. Five schools took part and the year groups ranged from Primary 5 to Primary 7.

Targeted approach

East Lothian - all Primary 5 children in East Lothian were assessed for swimming ability in the second week of the school term. Nineteen schools took part in the pilot and 216 children who were assessed as non-swimmers took part in the pilot and were provided with a block of 'quality' school swimming provision during the school day. Additional features include that:

- Primary 5 children assessed as not requiring swimming lessons receive vouchers for eight free swimming sessions at local pools.
- Children assessed as needing school swimming lessons receive follow-on support on completion of their block: those who can now swim are provided with vouchers for eight free swimming sessions at local pools; and those who are unable to swim are offered the opportunity to continue their swimming lessons within the community Learn-to-Swim programme offered by Enjoy Leisure (eight vouchers).

Rural approach

Scottish Borders - as the number of children in each primary class or year group may be small in rural primary schools, a whole school approach was (in the main) adopted in the Scottish Borders pilot. Three schools took part - two schools involved all pupils (Primary 1 - Primary 7), and a larger school involved its Primary 4 class. The delivery model was originally designed to support effective school swimming within a rural setting and the challenges this presents. A more intense delivery model was anticipated – that is, increased time on task per visit and a reduced number of visits to maximise the time spent at the venue and offset the cost of travel (for example, time and money).

Appendix B: About Dundee City

Population

Dundee City has a population of circa 147,700 of which around 22,000 are under 15 years old (15% of the city's total population). The age profile of the city is broadly in line with the national average.

Table B.1: Population by age group (2021)

Age group	Dundee City		Scotland	
	Population	% of total population	Population	% of total population
0-14	22,317	15%	853,730	16%
15-24	20,787	14%	615,608	11%
25-34	25,509	17%	754,051	14%
35-44	17,988	12%	692,525	13%
45-54	16,234	11%	728,089	13%
55-64	18,642	13%	762,036	14%
65+	26,243	18%	1,073,861	20%
Total	**147,720**	**100%**	**5,479,900**	**100%**

Source: NOMIS.

Looking at population projections (among other things, for example local housing developments, developments within the school estate), are important to better understand how an area is expected to change in the medium to longer-term – as well as to understand implications for the demand for services, including sport and leisure.

Points to note for Dundee City include that:

- The population is forecast to remain relatively stable between 2023 and 2033.
- While the child (0-15 years) population is forecast to decline by 9% over the same period, it is not the age group with the largest forecast decline.
- Interestingly, Dundee City is forecast to have a growing working age population, in particular those aged between 35 and 54 years, as well as a growing older population (65+).

Table B.2: Dundee City - population forecast (2022-2033)

Age group	2023	2033	Population change (2023-2033)	Population change (2023-2033) (%)
0-14	22,269	20,302	-1,967	-9%
15-24	20,817	22,359	1,542	7%
25-34	25,232	21,660	-3,572	-14%
35-44	19,209	21,675	2,466	13%
45-54	15,519	17,772	2,253	15%
55-64	18,400	14,622	-3,778	-21%
65+	26,863	30,209	3,346	12%
Total	**148,309**	**148,599**	**290**	**0%**

Source: The Scottish Government, Population Projections (2018-based).

Urban and rural classification

The Scottish Government Urban Rural Classification can be used to classify geographies as urban, rural, and remote. Dundee City is almost entirely a large urban geography.

Table B.3: Percentage of population in each 6-fold Urban Rural category (2020)

Categorisation	Dundee City	Scotland
Large Urban	99.1%	37.8%
Other Urban	0%	33.9%
Accessible Small Towns	0%	8.6%
Remote Small Towns	0%	2.6%
Accessible Rural	0.9%	11.6%
Remote Rural	0%	5.5%

Source: The Scottish Government, Scottish Government Urban Rural Classification.

Deprivation

Key points to note from the Dundee Poverty Profile Report (2021) include that:

- 54,497 (36.6%) people in Dundee City live in a data zone ranked within the 20% most deprived (Quintile 1). This compares to 53,435 (36.0%) in SIMD 2016.
- Seven of the eight Local Community Planning Partnerships (LCPP)/Wards in Dundee City contain data zones ranked in the 20% most deprived. East End (71.6%) and Coldside (60.9%) are the LCPP/Wards within Dundee City which have the greatest proportion of their respective populations living in data zones ranked in the 20% most deprived.

- Within the Strathmartine LCPP/Ward, where Sidlaw View Primary School (and Baldragon Academy) are located, 40.8% of the population live in data zones ranked in the 20% most deprived. This Ward is also surrounded by areas categorised as the most deprived.

- The 2020 SIMD reported that 10,506 children (aged 0-15 years) live within the 20% most deprived data zones - this accounts for 43.8% of children in that age group in Dundee City. This is consistent with figure reported in the 2016 SIMD of 10,413 (43.8%).

- The majority of children (0-15 years) who live in East End (79.7%), Coldside (64.3%) and Lochee (54.9%) live in a data zone ranked in the 20% most deprived. The proportion for Strathmartine is 48.3%.

Other local swimming pool provision

Leisure and Culture Dundee operate four facilities with swimming pools across the city. **Table B.4** and **Figure B.1** shows the distance from Sidlaw View Primary School to each pool, and travel time. No pool is within a short walking distance from the school.

Table B.4: Leisure and Culture Dundee facilities and distance from Sidlaw View Primary School

Swimming Facilities	Distance from the school (miles)	Walking (minutes)	Driving (minutes)
St. Paul's Swim & Sports Centre	1.4	20	4
Lochee Swimming & Leisure Centre	2.9	49	9
Olympia	3.4	61	11
Harris Swim & Sports Centre	5.2	78	13
Grove Swim & Sports Centre	5.5	100	15

Figure B.1: Map of location of Sidlaw View Primary School and local swimming pool provision

Source: Google maps

Appendix C: Scottish Swimming Teacher Qualification

In Scotland, the Scottish Swimming Teacher Qualification (SSTQ) is the industry standard for those who wish to teach unsupervised to groups of swimmers with a range of abilities and is essential for seeking employment as a swim teacher

This qualification (Scottish Qualifications and Credit Framework - SQCF Level 7) is achieved from a practically based course and allows participants to gain the necessary skills and experience prior to progressing to an aquatics working environment. It also supports ongoing learning and development and helps to ensure participants are fully prepared to effectively plan, prepare, deliver, monitor, and evaluate lessons. The course is typically delivered by self-employed tutors who have gone through Scottish Swimming's approved training scheme.

The duration of the course is eight days which is divided between 32 hours of practical teaching and 32 hours of theory.

There is a mandatory pre-course element, 'SwimRight' which must be completed prior to attending the first day of the course. Course resources are administrated via Scottish Swimming's online e-portfolio system, HIVE Learning.

To undertake the course participants need to be a Scottish Swimming member and 16 years of age on the first day of the course.

The cost of this course is £550 per person.