

Primary school swimming: good practice case studies

During our visits to the high attaining primary schools, we identified examples of practice that schools indicated were having a positive impact on their pupils. With their permission, we have exemplified some aspects of their work.

Areas include collaborative partnerships, effective monitoring of swimming teaching, curriculum design, assessment, and creating a climate to develop water-based confidence.

You can also read the report 'achieving high quality swimming outcomes in primary education'

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1. Kirk Merrington Primary School

Kirk Merrington is a below average size school, with an above average number of girls. The number of pupils known to be eligible for free school meals is significantly below the national average.

Leaders at the school believe that developing strong relationships with swimming teachers and parents/carers is vital to enabling pupils to succeed. This proactive approach to engaging parents, ensures that they value swimming as an important part of the curriculum. A high number of parents demonstrate their support by ensuring that prior to Year 3, their children can swim, or are water confident. The school uses this relationship well to ensure that parents/carers develop organisational skills in their pupils.

The positive working relationship between the school and the swimming teacher underpins high quality teaching. The school is confident in their evaluation of swimming teaching, as part of the overall teaching, learning and assessment review. The swimming teacher shares progress information with the school on a weekly basis. The school provide a written report to parents that includes swimming attainment on an annual basis.

The good practice in more detail

The class teacher and additional teaching assistant contribute fully to the swimming lesson. The school have professionally

developed their staff in order to increase attainment. They use the County Durham Swimming Resource pack to differentiate learning activities according to their groups' abilities. This committed support significantly reduces the ratio of pupils to adults in the swimming pool, enabling pupils to undertake swimming activities for a sustained period of time, which in turn contributes to improved pupil progress.

Conclusion

The core philosophy at Kirk Merrington Primary School is built around the importance of fostering key relationships with parents, swimming teachers and school staff. The uncompromising commitment to regular swimming sessions enables competent and safe swimmers to be prepared for later life.

The Headteacher summarises the school's approach towards swimming:

"Swimming is a key life skill, and has a very important place in the whole school curriculum. Regardless of the time of year, swimming lessons are rarely cancelled."

2. St Chad's Roman Catholic VA Primary School

St Chad's is a below average size school, with an above average number of girls. The number of pupils with SEN support is above average.

Leaders at the school recognise the importance of establishing a culture of expectation, and that pupils display a positive attitude towards their learning that contributes significantly to their progress in swimming.

The pupils spend above average time swimming (45 minutes) during their lessons, with high levels of activity that the PE co-ordinator recognises contributes towards improvement in core body strength and stamina required to achieve competent and efficient swimming strokes.

The robust monitoring of pupils' participation in out of school hours swimming ensures that pupils are grouped appropriately, and challenge is embedded in all planning. The school benefit from this knowledge, as many pupils have been involved in some swimming programme outside of school prior to Year 1. This helps establish the culture of high expectations.

The school ensures that their swimming programme is fully inclusive, and deploys staff appropriately based on need.

The good practice in more detail

The school use a multi-pool facility, which enables them to transition pupils into the deep water efficiently. The teacher who supports swimming is confident in her delivery, and compliments the swimming teacher well. Their deployment of teachers is quite unique, in that the school teacher takes the more able swimmers, whose strokes are refined yet require the development of swimming specific fitness, whilst the specialist swimming teacher works with pupils who are less confident. This is opposite to what has been found to be typically the norm for teacher deployment.

Conclusion

Pupils swimming achievements at St Chad's are enabled by the rigorous monitoring of pupil progress and participation in swimming related programmes outside of school. Leaders use assessment information effectively to ensure that lessons are challenging, physically demanding and that all adults have high expectations of pupils.

3. St. Patrick's Roman Catholic VA Primary School

St Patrick's is a below average size school, with an above average number of girls. The number of pupils with SEN support is significantly below average. The school deprivation indicator is broadly in line with the national average.

Leaders in the school have made significant improvements in their provision for school swimming during the last year. The school should be commended for its honest and unforgiving self-evaluation that has led to such increases in outcomes for pupils.

Leaders in the school have taken ownership of the swimming programme. A prior lack of knowledge of pupils' swimming progress, and the most effective ways to plan swimming provision limited the achievement of pupils in the school.

The good practice in more detail

The PE coordinator has taken several key steps to initiate change:

1. All adults who support school swimming are ASA trained
2. Focused attention on Years 5, 4 and 3, maximising the swimming time (approximately 45 minutes per

lesson) and increased pupil exposure to deep water learning

3. The school tracks the out of school hours participation in swimming activities, and feeds this information into the swim lesson planning
4. The school actively promote local swimming provision for children of all abilities.
5. A robust system is used to track pupils' swimming progress. The school are no longer reliant on the information being provided to them, but have ensured that they know how well all of the pupils in the school are swimming. They will be reporting this in each pupils' end of year written report.

Conclusion

The significant improvement in a short period of time has been as a result of incisive leadership, robust evaluation and a commitment to change. Having taken responsibility for all aspects of the swimming programme, school leaders feel confident that they have created a curriculum experience that enables all pupils to flourish.

The PE co-ordinator said: "Our action was driven by a lack of understanding of pupils' swimming ability. It became a high priority for the school after leaving the responsibility to those who the school felt were more qualified."

4. Lanchester Endowed Parochial Primary School

Lanchester EP Primary is an above average size school, with a below average number of girls. The number of pupils who are eligible for free school meals is slightly below the national average.

Physical Education has a prominent place within the school. There is a wide and varied programme of physical education and school sport. The Headteacher is committed to ensuring all pupils have a high quality PE experience, even if this requires investment outside of the Primary Sports Premium. The school purchase an additional swimming session per week, maximising the swimming pool time, as well as having a swimming teacher based in the school on a part-time basis. This enables pupils to swim for an hour a week with low pupil to teacher ratios.

The school enables many pupils to participate regularly in intra and inter-school competition, and swimming is part of this set of events. In order to enable as many pupils as possible to enter into the swimming competition, the school strives for pupils to reach the Key Stage 2 standards by the end of Year 4.

The good practice in more detail

The employment of a swimming teacher, even though the school does not have its own pool is unique. It enables the sharing of assessment information to be done regularly and effectively. The quality of teaching, learning and assessment is monitored closely, with mechanisms for quality assurance built into the programme. Assessment information leads to early intervention strategies that are reliant upon some flexibility within the 'academic' curriculum. Often pupils who have low confidence in the water swim for extended periods. The Physical Education report includes comments relating to swimming attainment.

The school continues to use assessment information as part of Year 6 transition meetings, informing prospective secondary schools of any pupils who have only just met the expected standards.

Conclusion

The Headteacher feels that there is a strong commitment by the pupils towards all areas of Physical education, of which swimming is an integral part has been a key to their success. The Headteacher praises her teaching staff for their commitment to developing the status of the subject area as many of them run a range of after school sports clubs, reducing the need to utilise additional coaches.

5. Aycliffe Village Primary School

Aycliffe Village Primary is a below average size school, with an above average number of girls. The number of pupils with SEN support is significantly below average. The school deprivation indicator is below the national average.

The school encourages younger pupils to become water confident through early access to school swimming. The Headteacher recognises that some pupils receive more support with swimming outside of school than others and that this is not directly linked to economic well-being. The importance of swimming again is recognised by school leaders. The necessity to be safe around water and the ability to self-rescue is one of the most important things that parents should enable their children to do.

The Headteacher will sometimes attend with the pupils, actively supporting the lesson. This sets a clear message to all of the school teachers, and to the swimming teacher on the importance of their work in this area of the curriculum.

The close monitoring of the swimming lessons by the PE co-ordinator has recognised that an improvement in activity levels and technical refinement has occurred over time.

The good practice in more detail

The Headteacher is a member of the County Swimming Management Group, which is a strategic body with a responsibility to ensure that all pupils have access to high quality swimming experiences.

Taking a hands on approach he ensures that pupils are actively encouraged to learn to swim and are given as many opportunities as possible in order to do so.

Conclusion

The importance of the role played by headteachers cannot be underestimated. If pupils, parents, teachers and swimming teachers recognise that the expectations of high quality swimming lessons are being driven from senior leaders, it enables a culture of excellence to develop.

“Teaching your child to swim is one of the most important things as a parent you can do”

6. Catchgate Primary School

Catchgate Primary is a relatively average size school, with a below average number of girls. The number of pupils eligible for free school meals is nearly double the national average. The number of pupils with SEN support is significantly below average. The school deprivation indicator is significantly above the national average. The school has its own swimming pool on site.

The school ensure that pupils make the most of the facility that is available to them. Even from reception class pupils have a swimming lesson, even though at this age it is every 2-3 weeks with a focus on water confidence. As the pool is used by other primary schools, school leaders have identified times when the pool is not in use and developed additional sessions for their students, these include morning swim classes, and an after school club.

The school recognises the need to make the environment as supportive as possible in order for their pupils to succeed. All pupils swim for approximately 40 minutes per week over the duration of the academic year in very active lessons. The lessons are supported by additional staff as well as the swimming teacher. The PE co-ordinator works closely with the swimming teacher to monitor pupil progress.

The good practice in more detail

The school have worked hard to develop an aspirational culture around swimming. They are acutely aware that they will play a key role in enabling their pupils to learn to swim given the combination of their resources, and the limiting socio-economic background of the catchment area. They have used pre-school sessions to create small 1:5 intervention groups, and have a growing after school club.

Their focus is clear. In developing confidence in the water from an early age pupils will develop positive attitudes towards swimming. They recognise that there are very few students who are reluctant to swim, and work collaboratively with parents on engagement strategies where this is the case. With such a strong nurturing of pupil confidence they are able to develop the stroke proficiency over time so that by the end of Year 4 pupils are able to attain the expected standards.

Conclusion

The core philosophy at Catchgate Primary is to develop pupils who are confident in the water. With this in place the regular swimming enables strokes to be developed and swimming fitness to be improved. They will be the main provider of swimming experience for most of their pupils.

7. Rookhope Primary School

Rookhope Primary is a below average size school. The number of pupils with SEN support is significantly below average. The school deprivation indicator is below the national average in this area.

The school supports its younger pupils to become water confident through early access to school swimming provisions.

The Headteacher recognises that in this area of the county accessing swimming opportunities outside of school is difficult, due to the proximity of swimming facilities. As a result school leaders recognise the importance of school swimming. The necessity to be safe around water and the ability to self-rescue is of the utmost importance in this geographical area.

The class teacher and designated school teaching assistant attend school swimming lessons with the pupils, actively supporting the lesson.

The close monitoring of the swimming lessons ensure the class teacher and teaching assistant work in partnership with the swimming teacher. This strong relationship, and clear communication has resulted in recognised improvement in technical ability and understanding of swimming strokes and water safety.

The good practice in more detail

Rookhope Primary School share their Service Level Agreement with two other below average sized schools within their cluster, allowing for year round swimming provision for pupils within this area of County Durham.

Due to the small number of pupils within the school, the school are able to provide swimming lessons to pupils from Year 1 to 6 throughout an academic term during the year.

School staff constantly monitor, evaluate and record student progress with support and guidance from the swimming teacher, throughout the term, using County swimming tracking records.

The school recognises the importance of student progression and attainment and accesses the County's swimming rewards structure.

Conclusion

The importance of the positive relationship between the school, Headteacher, classroom staff and support staff cannot be underestimated. Everyone involved has a high expectation of providing high quality swimming lessons. These encourage a passion for the activity as well as a necessary understanding of water confidence and safety.

8. Stanley Crook Primary School

Stanley Crook Primary is a small rural school below average size school, the number of pupils with SEN support is higher than average. The school deprivation indicator is above the national average in this area.

The school recognises the importance of school swimming within the National Curriculum, and as a result pupils from the school swim as part of a year round programme. The school focuses on the necessity to be safe around water, the ability to self-rescue and the health benefits swimming has.

The good practice in more detail

Staff supporting the schools swimming programme have attended ASA National Curriculum School Swimming Training. The use of the Primary Sport Premium has improved the knowledge, skills and confidence in swimming in a sustainable manner.

Swimming lessons are supported by the PE subject leader and a member of the teaching assistants team and newly appointed PE Apprentice.

Staff discuss pupil progress and attainment once a term, following discussions and information provided from the schools swimming teacher. They use this information effectively to track and monitor pupil progress, develop intervention strategies and plan lessons with appropriate level of challenge.

The school recognises the importance of celebrating pupil progress and achievement. This happens through the use of the award of swimming certificates, and the school's unique sporting celebration: their Hall of Fame.

Conclusion

School leaders recognise the importance of working in close collaboration with the school swimming teacher and supporting the National Curriculum Swimming Programme. They recognise that adults supporting school swimming need to have the knowledge, skills and confidence to teach this activity effectively. They have clearly identified that by providing pupils with swimming opportunities early in their school life for as long as possible, provides pupils with the best chance of being water confident and a competent swimmer.

"The earlier and the longer pupils swim, the better chance it gives them to achieve the expected standards"

9. Howden-le-Wear Primary School

Howden-le-Wear is smaller than average size primary school. The proportion of disability pupils and those with who have special educational needs is above average. The proportion of disadvantaged pupils is above average.

High quality physical education provision drives whole school improvement. School leaders hold firm core values and vision around the importance of PE and swimming. Leaders recognise a key role they play in raising aspirations and developing teamwork among pupils. Leaders have used the Sport Premium funding effectively to establish a popular upper Key Stage 2 swimming club that has contributed significantly to improving pupil outcomes.

The school understands the importance physical education plays within the curriculum in order to improve pupil performance and achievement. Swimming lessons are approximately 40 minutes each and run throughout the academic year. Swimming lessons are supported by two teaching assistants accompanying each class. There has been previous parental support within lessons for pupils.

Teachers and support staff who hold ASA qualifications, work alongside the swimming teacher during the delivery of swimming lessons and monitor and evaluate student progress effectively.

The good practice in more detail

The school has worked closely with the county physical education specialists to raise standards in its physical education and school swimming provision. This work ensures that a robust evaluation of pupil outcomes in swimming takes place annually, and that swimming remains a key priority in the subject action plan year on year.

The school also uses end of Key Stage 2 swimming data as part of the transition information passed to secondary schools regarding pupil performance and attainment.

There is a great emphasis on success and achievement. This is celebrated with weekly and half termly celebration assemblies and sports celebrations. The school also highlights achievements in the publication of a weekly newsletter. Pupil progress in swimming is reported to parents/carers at regular intervals, and in the annual report.

Conclusion

The school as a whole has a strong commitment to physical education of which swimming is considered an integral part. The school has collaborated with providers with specialist knowledge to critically evaluate its swimming provision, ensuring that all pupils receive the best quality swimming programme.

10. Tow Law Millennium Primary School

Tow Law Millennium Primary is a smaller than average sized school. Pupils supported through school action are average, but the proportion at school action plus, or with a statement of special educational needs, is above average.

There are several mixed-aged classes in the school.

The school leaders have a clear understanding of the importance swimming and physical education plays within the National Curriculum and the need for high quality swimming lessons to take place within school.

The Headteacher and subject leader have an unrelenting commitment to ensure that all pupils are able to meet the National Curriculum standards for swimming. They understand the importance of having an excellent relationship with the school's swimming teacher to ensure pupils achieve well, and reach their full potential.

It has been identified by the school that a low proportion of pupils do not participate in swimming activities outside of school due to the location of the school. As a result the school have placed swimming as a subject of high priority on their agenda.

The good practice in more detail

The school has developed a good working relationship with the swimming teacher in the monitoring, recording and evaluation of pupil progress data. The school participate in local competitions and events taking place throughout the year, such as the school games.

As a school they are keen to celebrate success and achievement by awarding pupils swimming awards during regular assemblies. Curriculum planning is thoughtful. The school operate a flexible teaching group within upper Key Stage 2 throughout the academic year. Teachers and other adults work flexibly to provide individual and small group support, both in and out of the pool under the direction and supervision of the swimming teacher.

The school has previously used Sports Premium funding to access extra lessons in addition to their agreed provision, to help provide additional tuition to pupils identified as needing support to achieve their Key Stage 2 targets.

Conclusion

The unrelenting desire to ensure that all pupils are competent swimmers drives flexibility and collaboration resulting in high quality swimming experiences. Effective deployment of teachers and other adults contributes to outstanding swimming outcomes.

11. St. Thomas More RCVA Primary School

St. Thomas More is a Roman Catholic, Voluntary Aided school. It is smaller than most primary schools. The percentage of pupils with special educational needs is well below the average.

The school has a full academic year swimming provision which is utilised by mixed Year 3, 4, 5 and 6 classes for swimming.

A high proportion of pupils also access swimming provision outside their school swimming lessons and have close accessibility to local leisure facilities. This helps to support pupils' knowledge and experiences of aquatic disciplines, enhancing their confidence and ability to attain Key Stage 2 National Curriculum expectations.

The Headteacher and subject leader monitor and evaluate pupil attainment regularly using information provided by the swimming teacher.

The good practice in more detail

Strong links exist with local swimming leisure provision, learn to swim programmes and community based clubs that cater for swimmers of all abilities. The school encourages pupils to maximise these opportunities fully.

School HLTA's have attended ASA National Curriculum for Swimming Training and have a good knowledge and understanding of the progression and expectations within school swimming.

The school regularly celebrate swimming achievement and progress by using the County School Swimming Awards. These are awarded to pupils during class lessons.

Conclusion

Opportunities to increase the time spent swimming away from school has a positive effect on pupil outcomes, however pupils are signposted effectively.

Excellent collaboration, access to appropriate professional learning and regular pupil celebration has proven valuable in supporting pupil progress towards attainment by the end of Key Stage 2.

12. St. Cuthbert's RCVA Primary School

St. Cuthbert's RCVA is slightly smaller than the average sized primary school. The proportion of pupils supported at school action is broadly average. The proportion supported at school action plus and with a statement of special educational needs is below average. The proportion of pupils eligible for Pupil Premium is below average.

The school recognises the importance of swimming within the National Curriculum and the positive benefits it has on pupil confidence and attainment, along with the health and fitness benefits.

School leaders have identified the importance of pupils swimming from an early stage. Pupils swim from Year 3, to help develop water confidence, fundamental skills and personal safety.

The school has clearly identified the need to provide early intervention in Year 3, to allow pupils the best opportunity to achieve their full potential at the end of Key Stage 2. The school have designated a large proportion of their swimming provision to Year 3 tuition, only allowing Year 5 and 6 pupils to participate in swimming in the last part of the academic year as a 'top up'.

The good practice in more detail

The school has a designated HLTA who works closely with the school swimming teacher to co-ordinate and record pupil progress and attainment

Swimming attainment and progress information is provided to parents/carers regularly at pupil progress meetings. This information is also recorded as a topic as part of pupil end of term reports.

If pupils have been identified as gifted and talented by the school's swimming teacher they are provided with information regarding local clubs and pathways, whilst assessment information ensures that lessons remain challenging even for the most able.

The school has taken part in School Sports Partnership top up swimming, which has taken place as an after school provision, identifying pupils who required additional support to achieve their end of key stage expectations.

Conclusion

The school ensures that assessment information is used to plan challenging learning regardless of swimming ability. Where older pupils require additional support the school uses its Primary Sport Premium to fund top up intervention sessions.

13. Finchale Primary School

Finchale is a smaller than average primary school. The proportion of pupils eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is average but the proportion with a statement of special educational needs is above average.

The school encourages pupils to become water confident through early access to school swimming at the beginning of Year 3 through to Years 5 and 6.

The importance of swimming is recognised by school leaders. The necessity to be safe around water and the ability to self-rescue has been reinforced through links with schools in other countries.

The school is clearly flexible and supportive with its approach to supporting the needs of its pupils and using support depending upon the needs of the pupil in order for them to achieve.

The good practice in more detail

The school have forged sound professional working relationships with the swimming teacher. The relationship has helped to create a positive learning environment in which pupils' confidence, effort and swimming strokes flourish.

The school use the swimming lessons as an opportunity to improve knowledge of healthy lifestyles. Teachers identified pupils were hungry after swimming lessons; as a result they are provided with healthy food snacks after swimming lessons. This helps to support pupil learning and engagement for the rest of the school day.

The school provide parents and guardians with statements on pupil progress and attainment as part of their end of year reports.

The school does acknowledge where pupils do participate in swimming activities such as; swimming clubs and learn to swim programmes outside of the school swimming programme, this contributes to their development of competency in swimming at the end of Key Stage 2.

Conclusion

The school clearly understands the importance of pupils swimming from an early age. Senior leaders, pupils, parents and teachers recognise the importance of PE with swimming identified as a vital life skill.

"Swimming is a vital life skill"

14. St Joseph's Catholic Primary School

St Joseph's is a much smaller than the average-sized primary school. Pupils supported at school action plus or with a statement of special educational needs are below average. The proportion of pupils known to be eligible for the pupil premium is below average.

Senior leaders recognise the importance of swimming for pupils within year three and four. Pupils receive above higher than average time (45 minutes) in lessons.

The good practice in more detail

The school recognises a high proportion of pupils participate in swimming activities outside of school. As a result the school recognises this has a positive impact on their end of Key Stage 2 targets.

Senior leaders recognise the need for consistency in the staff who support swimming lessons. This is supported by an identified member of school staff attending swimming lessons with the class throughout the year.

By the same member of staff attending swimming lessons, there is a sound relationship between the school and the school swimming teacher, which allows for easy communication and passing of clear information regarding performance and pupil attainment.

Senior leaders have identified swimming early in Year 3 helps with confidence and attainment. This is rewarded through the use of ASA awards presented to pupils during assemblies, with an extra weekly award, 'Swimmer of the Week' presented to a pupil who has made the most progress.

The school uses their working relationship with the school swimming teacher to quality assure pupil progress through regular feedback from the swimming teacher either verbally or the use of swimming data recording sheets.

Conclusion

The school recognises the importance of pupils participating in out of school swimming activities along with the benefits of having identified members of staff responsible for supporting swimming lessons throughout the year. This forges a strong working relationship with the swimming teacher in order to create a learning environment, in which pupils can flourish.

Swimming progression and achievement is recognised and celebrated though all year groups, through successful weekly awards presented by the Headteacher.

15. Pittington Primary School

Pittington is of average size for a primary school with the proportion of pupils known to be eligible for free school meals low. Few pupils have special educational needs and/or disabilities or have a statement.

Senior leaders support swimming within the National Curriculum having clearly identified few pupils attending school participate in swimming activities outside of school.

The school understands the importance of teaching pupils to learn to swim, staying safe in and around water and participating in competition. This is achieved by the school participating in an all year round swimming curriculum.

The good practice in more detail

The school places the value of PE and swimming highly within its curriculum. There is a great emphasis on the positive values physical education has on its pupils.

Pupil progress and attainment is discussed regularly, information is provided during face to face pupil progress evenings and Year 3 and 4 school reports.

School staff work closely with the school swimming teacher and are encouraged to reinforce the teaching and learning

used by the school swimming teacher to create a positive learning environment throughout lessons.

The school places a large emphasis on swimming throughout the year as robust monitoring of participation in sport and physical activity indicated only a limited number of pupils participate in swimming activities outside of the school setting.

Careful attention is paid to pupil grouping during swimming lessons. This enables good progression resulting from effective differentiation within their lessons. This ensures the needs and abilities of the pupils are catered for.

The school's PE subject leader is responsible for using a robust evidence based process regarding pupil progress and attainment, which is supported by the regular information provided from the school's swimming teacher.

Conclusion

Clear knowledge and understanding of pupils' attainment, activity patterns and swimming activity outside of the school curriculum enables focused teaching which is effectively differentiated to enable support and challenge for learners of all abilities.

16. Witton-le-Wear Primary School

Witton-le-wear is a smaller than average rural primary school, with an above average number of girls on roll. The proportion of pupils known to be eligible for free school meals low. Few pupils have special educational needs and/or disabilities or have a statement.

School leaders currently achieve excellent pupil outcomes on a limited access to swimming pool time. The quality of professional dialogue and collaborative working practice between the swimming teacher and school members of staff enable pupils to achieve well by the end of their primary education.

The good practice in more detail

School leaders closely monitor the progress of pupils in order to maximise the teaching focus during lessons. Shorter than normal swimming units provide a significant challenge to both pupils and teachers. However well informed lesson planning, continual dialogue and clearly focused teaching enables pupils to make excellent progress during the time they swim.

The school value the additional opportunities that exist in this activity area. They commit teams in all inter school competition events both at a festival and school games level. The school have a small number of pupils who are member of local aquatics clubs. These pupils are encouraged to share

their successes from their club environment with their peers in school

The school teachers use a range of resources to regularly monitor the quality of swimming strokes and through moderation with the swimming teacher reach robust conclusions regards pupil attainment.

Conclusion

School leaders recognise the importance of gaining a balance between excellence and competition, and enjoyment and participation. They achieve this well given the restricted swimming pool time.

Clearly focused, professional, pupil-centred dialogue is at the heart of what drives pupils' achievement in the swimming pool.