



Case Study

Yew Tree Community School **Birmingham**

The programme had a strong impact on children's water safety skills, swimming ability, and general confidence in water.

The swimming teachers were effective in their delivery.

Julie Adams

Head of School

Yew Tree Community School chose Swim:ED to overcome the familiar challenges of traditional swimming provision. **Off-site lessons had previously resulted in significant time out of class, increased staff pressure, and reduced access for some pupils.** The school wanted a solution that would bring swimming on site, reduce barriers, and allow more children to engage meaningfully with this essential life skill.

From the outset, communication and planning were clear and supportive.

The Swim:ED team worked closely with school staff to manage installation, timetabling, and safety requirements, ensuring minimal disruption to the wider school day. Any anticipated challenges around space or playground access were addressed quickly and flexibly.

Once delivery began, the impact on pupils was immediate and highly visible. Many children entered the programme with low confidence around water, but over the course of the lessons, pupils showed growing assurance, willingness to participate, and pride in their achievements. Staff observed noticeable improvements in children's confidence in the water and their understanding of how to keep themselves safe.

SEND pupils in particular benefited from the on-site, structured environment.

The sensory experience of the pool, combined with consistent routines and trusted adults, supported engagement and emotional regulation. One largely non-verbal pupil demonstrated a marked increase in verbal communication following swimming sessions, highlighting the wider developmental benefits of the programme beyond physical skills alone.

Across the school, Swim:ED created a sense of excitement and shared purpose.

Children talked positively about swimming, looked forward to their sessions, and encouraged peers to take part. **Attendance improved during the delivery period,** with parents reporting that pupils were keen to come to school on swimming days.

While staff initially anticipated an increase in workload, this quickly eased once delivery was underway. **Clear systems, structured lesson delivery, and proactive support reduced pressure on teachers and support staff.** Planning materials and processes developed during the programme can now be reused, supporting long-term sustainability.

Our children had an amazing experience and learnt valuable life skills and confidence that brought many of them out of their shells.

It gave them an opportunity they may never have had before.

Adam Mountney - Head of PE