

***Chance to shine* evaluation**

Year 3 Impact Report

**Ruth Jeanes
Hayley Musson
Tess Kay**

**Institute of Youth Sport
School of Sport and Exercises Sciences
Loughborough University**

September 2009

Contents

| | Page |
|--|-------------|
| 1. Introduction | 3 |
| 2. Methodology | 3 |
| 3. Impact of <i>Chance to shine</i> in schools | 4 |
| 4. Evaluation of delivery | 6 |
| 5. Impact on pupils | 8 |
| 6. Impact on teachers | 12 |
| 7. Wider impact on schools | 13 |
| 8. Impact on cricket/club development | 15 |
| 9. Conclusions | 18 |

Chance to shine Year 3 evaluation Impact Report

1. Introduction

1.2 In May 2007 the Institute of Youth Sport at Loughborough University were commissioned by the Cricket Foundation to undertake a detailed evaluation of the *Chance to shine* programme. The broad aim of the evaluation was to examine the impact of *Chance to shine* on pupils, teachers and clubs. In 2009 the objectives of the evaluation continued to be focused around assessing the impact of the programme on clubs, teachers, pupils and cricket development.

1.3 It was anticipated that the research would build on the extensive information collected during the last two years. Whilst the positive impact of the programme is evident it is important to assess whether this has been maintained. The report focuses solely on discussing the impact of the *Chance to shine* programme and is derived from the broader year 3 annual evaluation report.

2. Methodology

2.1 The evaluation has used a variety of quantitative and qualitative methods. Table 1 summarises the methods used and respondents involved.

| Participants | Number | Research tools |
|--|--|------------------------------------|
| Cricket County Development Managers | 4 | Telephone interviews |
| Club Managers | 10 | Telephone interviews |
| Club coaches | 10 | Telephone interviews |
| Teachers | 10 | Telephone interviews |
| 2 core case studies consisting of a primary school, a secondary school and a club | 4 x teachers 2 x coaches 2 x Club Managers | Case study visits Interviews |
| 2 'specialist' case studies 1 to a <i>Chance to shine</i> disability project and 1 to a <i>Chance to shine</i> girls project | 2 x County Development Officers 4 x coaches 8 x teachers 1 x SSCO | Case study visits Interviews |
| Pupils | 56 | Focus groups as part of case study |
| Pupils | 500 distributed 315 returned (63% response rate) | Pupil survey |

Table 1: *Chance to shine* methodological outline

2.2 This report presents findings from data obtained from both the qualitative and quantitative research and focus specifically on discussing the impact of

Chance to shine.

3. Impact of *Chance to shine* in schools

- 3.1 The programme continues to be exceptionally well delivered on the ground. The continued positive impact on schools and the enthusiasm teachers have for the programme was evident during all school based visits and interviews. Sample comments illustrating this include:

“I think it's fantastic. I think it makes my life a lot easier because I'm in class all day long and I haven't got time to organise as much as I'd like to do with cricket; and the children absolutely – they love it. To see them, the way they love playing cricket and love getting involved with it in the afternoons and the fact that they're aspiring to get in the team, to go and take part in events, and a few of them have joined clubs when they would never have joined a club if it wasn't for *Chance to shine*; so yeah, the opportunities they are offering the children are fantastic” (Teacher telephone interview).

“They love it. They all think the coach is great, I mean, every year cricket's fantastically popular. We've had children coming in from January asking when the cricket's going to start” (Teacher telephone interview)

- 3.2 The programme has continued to extend and improve both curricular and extra-curricular provision. In particular this year there has been a significant number of teachers discussing how the *Chance to shine* programme has extended their extra-curricular provision with several commenting how after-school and lunchtime sessions were now full to capacity. The increase in provision is evident statistically through the teacher survey (for further details see year 2 Teacher Survey Report January 2009). The programme was also felt to have encouraged more informal cricket at some schools with 30% of pupils in the pupil survey suggesting that more cricket was being played during lunchtime and break time. The number of school staff discussing taking part in tournaments and competitions this year has also increased. Coaches and Club Managers reported that it has been easier to encourage schools to take part now that various festivals and tournaments were part of the school calendar. Just over half (51%) of pupils responding to the pupil survey have had the opportunity to play in a cricket competition as part of *Chance to shine*. From those pupils that have participated in cricket competitions, 23% of pupils competed against another school, 21% competed against pupils at their schools and 20% were competitions that were played against both other schools and pupils at their own school. Such opportunities were highly valued by pupils and this had also contributed to persuading teachers to negotiate the additional time and organisational burden taking part can create. One Club Manager described how several schools in his area had struggled to enter one team to a tournament initially but are now entering between 4 and 5.

“It has made the event huge now, we are victims of our success really but its great that the schools are so enthusiastic

and more kids are accessing competitive cricket.” (Club Manager telephone interview).

3.3 In 2009 case study visits were undertaken to two projects looking specifically to increase participation amongst girls and young disabled people. This delivery has been particularly well received in schools. For the girls’ programme it has introduced girls only provision to many of the schools involved for the first time and has helped strengthen and support the development of existing provision in others. At several of the schools visited the *Chance to shine* programme has prompted the development of girls’ only cricket teams and as a result a number of girls fixtures and tournaments have been organised. The girls spoken to during the case study discussed how much they enjoyed the opportunity to participate in tournaments whereas normally these would be dominated by male participants. Those with lower ability particularly welcomed the opportunity girls only games afforded them to be able to take part. As this girl explained,

“Usually when we play in tournaments only 1 or 2 girls get to play and its always the best girls. I’m not that good so I’ve never had a chance to play in a competition before but with this I can because its all girls.” (Female pupil)

3.4 At one of the schools visited a girls team had been developed prior to *Chance to shine* but the *Chance to shine* programme had helped strengthen and provide sustained and regular coaching for the girls involved. This particular school had been very successful at encouraging young Asian girls to become involved in cricket and the teacher felt the coach had been particularly important for encouraging this. The coach was also Asian, played and coached at the local club and was an established member of the community in the local area. The teacher interviewed discussed how the coach had been crucial for engaging parents and encouraging them to support their daughter’s involvement and allowing them to stay for after-school cricket practice. The girls discussed how the coach understood particular cultural restrictions they faced, such as appropriate dress, and helped them overcome this to allow them to participate. The coach discussed the need for flexibility in approach in this respect. As he explained,

“If you say they have to come wearing this that and the other they won’t because they know their parents won’t allow it. I have them coming down the club in headscarfs and whatever else they need to wear. So long as they have a pair of trainers on we can overcome the restrictions and get them fully involved.” (Coach during case study visit).

3.5 The disability programme has provided cricket opportunities for young disabled people with a range of disabilities for the first time in many of the schools involved in the evaluation. At the case study visited the disability programme had been organised in both special schools and mainstream schools. In the latter sessions had been run only for pupils with special educational needs. Although some teachers expressed concern regarding

separating these pupils and therefore marginalising them from mainstream PE it was evident that the pupils had gained a great deal from this intensive support and their positive experiences are detailed more extensively in the impact on pupils section. At a number of the special schools regular cricket opportunities have been delivered for the first time. As one teacher explained:

“Its been great, we’ve never really been able to focus on a particular sport before its just been a bit of this and that. This has given us that and more importantly provided us with the support and expertise to run cricket. Its been brilliant for the school.”

(Teacher during case study visit)

Pupils generally were overwhelmingly positive that it was good for their school to be involved in *Chance to shine* (89% reported this in the pupil survey).

4. Evaluation of Delivery

4.1 Reflecting previous evaluations interviewees continue to praise the high standard of delivery provided by the *Chance to shine* coaches. General comments regarding the coaches included,

“the coach has been fantastic, the kids loved it. The activities are great. He has been very flexible to changes made and provided lots of ideas”

“quality activities and delivery”

“excellent knowledge and understanding. Good interaction with students”

“coach had an excellent rapport with the children and was very encouraging”

“the coaches used different approaches and had a super relationship with the class”

(Teacher survey and telephone interviews)

4.2 Similar to 2008 teachers particularly discussed the value of coaches for providing inclusive sessions. This was particularly noticeable during the specialist case study visits where both coaches were commended for their skills at including a diverse range of people. For the disability project in particular the coach’s ability to both understand the capabilities of pupils with a broad range of disabilities and special educational needs and then deliver sessions that matched these was felt to have been crucial to the success of the programme. As one teacher commented,

“{coach} has been particularly good at involving pupils regardless of their disability or capability. For one pupil you have to explain things very succinctly and make it very basic, others need more support and guidance and almost constant support. He’s done absolutely brilliantly with what we’ve thrown at him and worked really closely with the teachers and learning support staff to make sure he gets it right. Its so challenging just getting

them all doing PE and yet around all of this he's delivered structured cricket sessions and got them all contributing in some way that reflects their capabilities. " (Teacher during case study visit)

4.3 The coach at this particular case study was a wheelchair user and teachers felt this had also been useful for enthusing and motivating pupils and providing them with a role model who understood some of the challenges they faced.

4.4 The coaches involved with the girls only programme were also felt to be highly skilled. Although both were male, teachers and pupils reported that they had developed a strong rapport with the girls and been encouraging and supportive. As has been evident in all the research undertaken to date the coaches' friendly, non authoritarian attitude has been crucial to this. Many of the girls spoken to as part of the girls' case study discussed how they enjoyed the sessions because the coach did not shout at them and helped them improve. This seemed to be particularly important for girls and had encouraged them to continue participation. Many discussed initially lacking in confidence and being reluctant to try a new sport.

"He's just really nice and friendly. He's young and he has lots of patience."

"I was really scared at first that I couldn't do it but he was so nice, and he really helped me and it just made me more confident"

(Pupils focus groups year 6)

4.5 Across *Chance to shine* generally coaches were felt to have delivered sessions that were fun and enjoyable but also allowed young people to progress and develop their skills. This improved pupil enjoyment. The expertise and knowledge of the coach was also recognised by pupils as being a beneficial part of *Chance to shine*. As one pupil commented:

"I like doing the technical stuff but we also have fun. He does a little like kind of warm ups then he does like a match after, and then after we'll have like a little cricket relay and it's fun. We do all sorts of fun stuff. I don't like just standing there for hours just being told how you hit the ball" (Year 5 pupil).

"The cricket coach knows a lot more about cricket than like the PE teacher. I think it's kind of funnier to play cricket with the cricket coach than the PE coach because the cricket coach knows a lot more and they help you with like your technique" (Year 6 pupil).

4.6 The pupil survey results continue to reinforce the quality of delivery provided. The majority of pupils considered the coach was good at teaching cricket with 67% of pupils 'strongly agreeing' and 25% 'agreeing'. The majority of pupils (87%) felt that *Chance to shine* sessions were clearly explained. Over half of

pupils (54%) 'strongly agreed' that the *Chance to shine* coach made sessions clear and easy to understand. When pupils were asked if the *Chance to shine* coach is good at talking to them and other pupils, 40% of pupils 'strongly agreed' and 41% of pupils 'agreed'. As a result 82% of the pupils indicated that they look forward to the *Chance to shine* coach going into their school and 84% of pupils consider that the coach makes *Chance to shine* fun.

5. Impact on pupils

5.1 The first year evaluation illustrated the extensive and positive benefits participating in *Chance to shine* provided pupils. In 2008 the evaluation demonstrated more specifically how *Chance to shine* contributed to delivering the High Quality PE and School Sport outcomes as defined by the DCSF and DCMS and it is evident this year that the programme has continued to do this.

5.2 The programme continues to provide numerous positive benefits for pupils. Similar to previous years *Chance to shine* has improved pupils' enjoyment of PE, increased their motivation and desire to take part and assisted with developing and improving core skills that have been transferable to other sports settings. All interviewees continue to reinforce the value of the programme for pupils who have tended to dislike sports participation or displayed lower ability in other sports. As this coach explained,

"It's given some pupils a new lease of life and interest in sport really, particularly those who are not that good at sport. It gives them the opportunity to be successful. The benefits to kids are huge, those that have previously not been very good at sport get a lot more confidence."

(Coach telephone interview)

5.3 A specific example was also provided by one coach of how *Chance to shine* has encouraged a particularly reluctant participant to engage in sport and exercise,

"I had one lad, he was morbidly obese and hated PE with a passion and the first 2 or 3 weeks he refused point blank to get involved. Cricket was boring etc it didn't matter how much fun everyone else was having it was rubbish. So I took a bit of a different approach with him, I'd ask him instead of just sitting out if he'd keep the score for me and we made a bit of pact really that that would help him be involved but he didn't have to run around and he was ok with that. And then whilst he was keeping the score we started talking and I'd ask him what he thought his classmates were doing wrong and he got to the point of frustration because he could see things clearly that his classmates couldn't and that was the turning point. He got involved and two years later he's a member of our cricket club. He's the most fantastic leg spin bowler and he can spin the ball like you wouldn't believe. Health wise he's a bit more active and although he still isn't that into PE but he at least is prepared to try things now and that is all down to *Chance to shine*."

(Coach telephone interview)

5.4 Teachers, coaches and pupils continually emphasized how such impacts had been achieved because *Chance to shine* provided regular and ongoing coaching provision which allowed coaches the chance to develop a relationship with young people, gain their trust and in doing so begin to break down some of the barriers and concerns they had regarding participation. The importance of the coach as a non-teacher and non-authority figure in gaining the trust of young people was evident. Through this rapport coaches have been able to encourage young people to challenge themselves in a way that teachers felt it was difficult for them to do. Pupils regarded coaches more as friends and it was felt that it was because of this that coaches have achieved such remarkable impacts with young people involved in the programme.

5.5 Improvements in self-confidence, both sporting and otherwise, have been particularly noticeable during the girls and disability case studies. Teachers and pupils commented how the sessions had provided the opportunity to progress at pupils own pace and within a supportive environment. Particularly for the disability case study teachers discussed how providing sessions solely for targeted pupils had given them the 'space to develop' and the opportunity to be fully involved without being marginalized by the more able children. The impact teachers and pupils felt this had achieved on pupil confidence was profound. As one teacher commented,

"A lot of the pupils involved are like different people now in PE, they've had this opportunity to succeed and do well in a specialist structured environment that suits them. It makes them see that they can do things and they are good at sport but they just needed that environment to be provided to show them that."
(SEN coordinator during case study visits)

5.6 Many of the teachers also discussed the value of tournaments for SEN pupils for allowing these pupils the opportunity to play sport competitively. It was felt there had been limited opportunity to do this previously. Teachers discussed the value of tournaments for allowing pupils the opportunity to travel to difficult places and meet young people from other schools. Whilst this benefit is applicable to all pupils it appeared to be particularly valuable to those attending special schools and in what was described by some teachers as something of a 'closed' environment. As one teacher discussed,

"It's just good that they have the chance to get out and mix with other young people, they tend to just mix with their peers at school and unlike able-bodied young people they often don't have the chance to socialise away from school that easily so it's been great for just seeing different faces and talking to new people."
(Teacher during case study visit)

5.7 Similar benefits were reported at the girls' case study. Teachers discussed how girls who would not normally have participated in team sports or extra-curricular activity were now regular attendees at the girls cricket club. One teacher explained that it had given some girls the opportunity to 'find

something they are good at and hadn't realised'. The value of the cricket sessions for improving girls' confidence was notable at the case study school that had encouraged a high number of Asian girls to engage in cricket. These girls discussed being reluctant to take part in sport previously but due to the cricket sessions being structured and delivered in a way that helped them negate previous barriers they had overcome their lack of confidence and were now extremely enthusiastic and motivated about playing. The high skill levels of these girls was noticeable during the visit and the teacher commented how much they had improved and progressed once they had overcome their initial fears and been able to access regular specialist coaching. Many of the girls spoken to discussed how playing cricket had helped them overcome restrictive gender beliefs about their capabilities and in doing so had gained confidence in other aspects of school.

"It's like everyone says girls can't do cricket, they are no good at boys sports but we are doing it and we are really good. We keep winning all the time and it has made the boys realise we can be as good as them. I didn't know I was good at cricket but I am now so when I'm in school and I think I can't do something I just think well I was like that about cricket and I did that ok."

(Year 6 pupil)

- 5.8 A number of the girls spoken to had progressed onto more elite level opportunities as a result of being introduced to the sport through *Chance to shine*. This again was felt to have improved the confidence of these girls and given them a sense of pride and allowed them to achieve recognition from their peers.

"There's {pupil} over there, she had never played before but we've found she's got quite a talent and has gone and played for the district and has been selected for the county. That's a girl who last year wouldn't have gone near anything sporty and was definitely not one of the sporty girls in school. Now she's just bubbling with enthusiasm and is recognised by her peers as being one of the talented girls."

(Teacher during case study visit)

- 5.9 Reflecting last years report several interviewees in the 2009 evaluation discussed the value of *Chance to shine* for raising pupils physical activity levels. One of the teachers spoken to during a case study visit and a number of pupils also felt that *Chance to shine* was having an impact on pupils' fitness levels as pupils were continually involved and active in various activities throughout the sessions. As one pupil commented:

"The running really helped me a lot in other sports because when we were doing relays like we do in the cricket exercise when we're running it helps me with it, get better and get fitter. We do these small little runs in cricket and eventually you can build up, build up the small ones and get bigger and bigger. We do loads of stuff in the sessions!" (Year 6 pupil)

- 5.10 In addition, several teachers stated that the pupils' behaviour was better in

Chance to shine sessions than regular PE lessons, this was thought to be due to the structured nature of the sessions and the presence of an external coach. Teachers felt pupils listened to the coach more because of the respect they had for him as an 'expert'. The programme had also improved some of the pupils' attitudes towards sport, and has increased their enthusiasm for wanting to play cricket outside of lessons.

- 5.11 The young people involved in the research continually emphasized the wider value of the programme for encouraging them to work with different peers and for stimulating the development of new friendships. Participants in the main case studies described how they felt the cricket sessions had contributed positively to the development of pupils' social skills, such as teamwork.

"We've all like bonded a bit more. We've realised that we've got to work as a team like in team groups because there's no point in just trying to be selfish and barging other people and catching the ball so you get all the pride, but if someone catches it's the whole team's pride, they shouldn't just want to keep it to themselves"
(Year 5 pupil).

Another pupil stated:

"And you learn sportsmanship; you can work together and help people out, not just barge in there yourself" (Year 5 pupil).

- 5.12 Within focus group discussions the pupils held positive attitudes to cricket with the majority of pupils commenting that they do not usually see unfair play when they are playing cricket. As one pupil commented:

"You get some people who don't play fair and try and cheat the other team, but that's just the odd one. Most of us don't do that. And it mainly the boys!". (year 6 pupil)

"yeah the boys are bad losers! With football they sometimes kick you and things but with cricket no one really tries to trick you and cheat. And we clap when someone does well" (year 6 Pupil)

- 5.13 Pupils discussed that winning was not the most important thing when playing cricket, pupils highlighted that they really enjoy just participating in cricket as it was 'fun'. One teacher commented that the values introduced within the sessions, such as encouraging the pupils to win fairly are important life skills, and it was felt that *Chance to shine* had helped pupils acquire some important attitudes and values. As one coach explained,

"There's just been some great stories from teachers about how the team spirit that we've tried to install in them through the cricket has spilt over into the classroom, so that when a child is struggling with some class work they find their 'team mates' rally round to help." (Coach telephone interview)

- 5.14 The programme has also encouraged the development of new friendships to

develop and teachers commented how the pupils have successfully supported each other, in particular this was observed by teachers in the game situation at the end of the *Chance to shine* sessions. As one pupils stated “you mix in with other people, so not just with your own group of friends” (Year 5 pupil). The potential of cricket for supporting young people in developing friendships and support networks was potently illustrated by one coach discussing a particularly touching example of how cricket had benefitted individual children she had worked with,

“We had a child who had been severely bullied all his life to the extent he’s quite psychologically damaged by it and had to see a psychiatrist. He’s been happy to get involved but it was quite obvious he had no friends and got very upset when he couldn’t do things in cricket. But he really took to cricket and was quite a canny player but his mum was very concerned about letting him go anywhere because of his problems so I spoke to her quite a lot on the telephone about letting him come to the club and eventually she let him come. So he comes to the club and no one knows his history they treat him exactly like any other boy who likes cricket and his mum says he’s got more friends at cricket than he’s every had anywhere else and his consultant says that cricket has been his saviour. So yes it might not affect everyone like that but to me *Chance to shine* is very positive and a fantastic product.”
(Coach telephone interview)

- 5.15 As in previous years, the continued and diverse impact the programme is having on young people comes through strongly in the data collected. Whilst *Chance to shine* is undoubtedly having a positive impact on general cricket provision and the development of opportunities for young people, its contribution to improving the social wellbeing of many of its participants continues to illustrate that it is much more than just a cricket development initiative.

6. Impact on teachers

- 6.1 Similar to previous years, most teachers involved in the research felt they had gained a great deal from working with the coach. Where coaches have been supportive and encouraged teachers to become involved there are notable benefits. The need to involve teachers incrementally is evident and assists with building teacher confidence and gradually allowing them to take control of lessons. There have been a number of positive results at schools where this is done effectively as this coach explains,

“I always get the teachers just to join in the first 2 weeks with the kids, they love it and it gives the teacher a feel for the drills and the game but then as time goes on I give them responsibility in the session and then get them to take half the class, then half a session and so on. There’s been quite a big success story at one of the schools I went in, one of the female teachers actually took to cricket so much, that she started running her own after school club in the winter and then took her ECB level 1 and she now coaches at her local club. You can’t get a bigger success story than that”

(Coach telephone interview)

Several coaches discussed how many teachers they worked with have become inspired by the experience.

“I’ve got one school where the teacher has got so into it he has asked me to change the session times this year so he can carry on being involved. It was going to fall across his PPA time and he didn’t want to not be able to take part he’s enjoyed it so much so we’ve switched it round again”

(Coach telephone interview)

- 6.2 As in previous years the teachers that had been involved described how working with the coach had improved their knowledge and ability to deliver and in many cases improved their confidence to offer cricket. Most teachers felt they would continue to deliver cricket without the coach although some who had only been involved with *Chance to shine* for a year felt they were not yet confident to do so.

7. Wider Impact on Schools

- 7.1 Interviewees were asked to discuss the impact of *Chance to shine* beyond its obvious impact on PE provision in schools. The pupil survey suggested that significantly more pupils look forward to and enjoy attending school when *Chance to shine* is taking place (53% when *Chance to shine* is taking place compared to 36% when it is not).

- 7.2 The value of *Chance to shine* for raising the profile of cricket in schools was continually evident. At several of the case-study schools it was reported that *Chance to shine* had created an increased interest with the pupils, as now pupils who had attended *Chance to shine* sessions were playing cricket informally at lunchtime which had not previously occurred. In addition within focus group discussions the pupils commented that they ‘really look forward to cricket’ and ‘would like to do it more often, not just once a week’. It was also highlighted by teachers that there was an increased enthusiasm of the girls to participate. Generally teachers reported that there was more of a ‘buzz’ in school about cricket and it was becoming an accepted part of school life. As a teacher explained:

“Well I have to say our kids absolutely love it. You know, the coach that comes, he’s absolutely fantastic. He both makes our kids and staff quite happy, and just before the *Chance to shine*, before the coach came in, I’d been here about eight years and we’d never done any cricket prior to that. So he really has raised the profile, and the kids are desperate to try it” (Teacher telephone interview).

- 7.3 Teachers again highlighted how taking part in the programme has encouraged positive changes in pupils in the classroom context. A number of the teachers spoken to as part of the disability case study discussed how pupils were more confident and motivated during classroom activities. They

attributed this to the improvements in self esteem promoted by achieving success during cricket. Reflecting last years report there is again some evidence that participating in cricket improves the behaviour of some pupils.

“There’s numerous examples of kids that have got real behavioural problems and I’ve actually coached them with other sports and they’ve been a problem but for so reason, whether it is the way we do cricket, or the discipline in the game itself I find they are much better behaved in the cricket sessions and the teachers comment on it as well.”
(Coach telephone interview)

- 7.4 Similar to previous years, teachers also report using the *Chance to shine* sessions and in particular playing in tournaments as an incentive to encourage good behaviour amongst pupils. This had been found to be effective at one school for reducing disruptive behaviour during class and encouraging pupils to act more responsibly.

“For children with behaviour difficulties, you know they're wanting to turn themselves around so they're wanting to really show you that they can trust them, and we can take them out of school and I know that I can trust their behaviour within those situations to play the cricket matches. They really do try hard and they really have a carrot that they do rise up to, and a lot of our best players are the ones who do have some behaviour difficulties”
(Teacher telephone interviews)

- 7.5 At a more general level, interviewees discussed how they felt the programme had been particularly beneficial for young people living in deprived areas. It was felt schools in these areas rarely received external investment and pupils were extremely appreciative of an ‘outside expert’ coming into school and working with them. Coaches and teachers discussed how many young people in these schools are often from dislocated family backgrounds and frequently lack contact with adults who are interested in them. Teachers felt it was difficult to provide the individual focus needed to make these young people feel valued and worthwhile but the coaches had been able to dedicate more time to supporting individual pupils and allowing them to progress. Pupils had valued the support provided. As one coach explained,

“It just makes them feel a little bit better about themselves, like they are a good person, they can achieve things and just because no one at home cares what they do there are adults who are interested so it is worth trying to do well.”
(Coach telephone interview)

- 7.6 A further wider benefit of *Chance to shine* that is a new finding from this years evaluation is the impact it has had on supporting and encouraging youth volunteering. A number of clubs this year reported working more closely with sports colleges and secondary schools in their area and providing ‘placements’ for students undertaking their sports leaders level 1 award. This has proved to be extremely beneficial for both the young people and clubs

and coaches. Young sports leaders have been provided with mentoring and support from experienced coaches and the opportunity to coach regularly in the school setting through *Chance to shine*. Coaches have valued having an enthusiastic assistant and have found this particularly useful when dealing with large numbers. In addition several of the Club Managers had encouraged placement students to begin volunteering regularly at their club. Young leaders have also supported the organization and running of tournaments which again has helped take some of the pressure off Club Managers and Coaches. The young leaders have also been well received in schools where pupils have found them enthusiastic, friendly and easy to relate to because they are closer in age than the usual coaching staff. Young leaders discussed the benefits of working on the *Chance to shine* programme as being increased knowledge and skills to deliver cricket and increased confidence in themselves and their ability to communicate effectively with both adults and young people. The success of this approach and the value for all involved suggests it may be beneficial to incorporate it formally into the *Chance to shine* programme if possible.

8. Impact on cricket/club development

- 8.1 The majority of managers reported in the Club Manager survey that *Chance to shine* had both increased and improved provision at their club. This view was reflected during interviews. Generally Club Managers and coaches seemed more positive than in previous years that the programme was helping them to attract new members to the club. As one manager commented

“The links we’ve got with the schools are significantly better than 3 years ago when there would have been absolutely no contact” (Club Manager case study visit)

- 8.2 The pupil survey indicated that nearly a quarter of pupils had joined a club as a result of *Chance to shine* which is an extremely positive figure.
- 8.3 Clubs involved in the girls and disability case studies were particularly positive about the value of *Chance to shine* for enhancing their club provision. One club involved in the girls’ programme had an established girls section but had used *Chance to shine* to recruit more girl members and work with girls across a wider age range. This club had successfully recruited almost three quarters of the participants of their after-school girls club into the girls section at the cricket club. The majority of these girls were also Asian making this achievement even more noteworthy. The club involved in the disability case study has been looking to organise regular opportunities for young disabled people in the area for a number of years. Again *Chance to shine* has provided a structured format for achieving this and has encouraged a number of young people to attend Saturday morning sessions run by the club as a result.
- 8.4 At a general level it is recognised that the school club transition can be a difficult and something that young people find an intimidating and frightening prospect. Encouragingly though more Club Managers and coaches were reporting creative ways they had tried to overcome this. There appears to be

an increasing recognition that not all young people want to take part in traditional, structured and competitive cricket but will willingly play informally. A number of clubs have looked to try to accommodate the more informal participant. One club had organised a come and play Saturday morning session and were now regularly attracting 60 participants, most of which had come through the *Chance to shine* programme. The coach organising these sessions discussed how they could provide a bridge for young people wanting to move onto more formal opportunities or simply provide an opportunity to play regular cricket and improve their skills than for those young people who just wanted to play cricket. The coach felt it was important for clubs to provide opportunities for all and in the long term this could benefit the club. As he explained,

“Most clubs miss a trick with this because they only want the good kids who are going to help them win leagues and trophies. But you look at our adult membership, most of our revenue comes from what you’d call social members who come along and either don’t play at all but love cricket or who play in our Sunday league or 3rd or 4th teams. The kids we have on a Sunday morning are going to be the foundations of that membership. Just because they won’t make it as the next Flintoff or whatever doesn’t matter. We provide an enjoyable experience for them and they develop a love for cricket and an affiliation to the club. It’s those kids that become our volunteers, the cornerstone of the social club and keep lower league team going.”

(Club Manager telephone interview)

- 8.5 It was evident that Club Managers are increasingly recognising the need for a transition programme to integrate young people slowly into the club environment. One coach discussed the particular barriers she felt existed for young people from lower socio-economic backgrounds. She felt that cricket clubs were often very ‘middle class’ environments and these made them appear even more inaccessible to young people from more deprived areas. She discussed initially how a number of personnel at her club had been very insensitive to particular issues these young people faced and felt as a result the club had provided a poor experience for young people from different backgrounds initially. She discussed how one coach had told off two young people who had come through the *Chance to shine* scheme for wearing football shirts. As she explained,

“These kids have got over their fear and come along to the club, there from low income family, no way can they afford kit and the first thing that happens is they get shouted at for wearing the wrong thing whereas those shirts are probably the only sports kit they have available to them.”

(Coach telephone interview)

- 8.6 The club had been extremely proactive about this however and had organized a number of training sessions for club personnel to discuss how to work with young people and provide environments that were inclusive for all. The club has also attempted to remove a number of financial barriers for young people

by offering significantly reduced membership fees for young people from low income families and starting up a second hand cricket shop, where cast off equipment and clothing is available for a £1. The coach discussed how this had been phenomenally success at reducing parents anxieties that they could not afford for their child to play and has helped young people from low income families access the correct kit and in doing so feel more integrated into the club environment and like a 'real' cricketer.

- 8.7 The club had adopted several other measures to attempt to make the club environment less intimidating. They had developed a junior committee which allowed young people the opportunity to discuss issues and have their viewpoints listened to. A suggestion box had also been provided which allowed young people to anonymously raise any issue they were facing and have it dealt with. The coach had recognized however that simply coming to the club was a huge issue for many young people from the deprived areas she was delivering the schools programme in. Many young people were not supported by parents and had to come to sessions on their own. Through talking to pupils at school she found that a number of young people were coming to the club but on reaching the entrance had become intimidated and gone home. She now organizes to meet all young people who are transferring from the *Chance to shine* sessions at the club entrance and walk with them to the sessions. As she explained,

“They are too frightened at first, so I say I'll meet them at the top of the road and walk them to the ground and all of a sudden that barrier is gone. It didn't occur to me before I talked to the kids that some were coming but getting scared at the gates and seeing all these kids in white and 'proper' cricket activity and going away. Especially here where there is limited parent support and they come on their own they just need that adult reassurance they will be alright.”

(Coach telephone interview)

- 8.8 Another club has developed a 'buddy' system where all new players are paired off with an established club member of their age who is responsible for 'showing them the ropes and helping them get to know the club' (Club Manager). They had found this system effective for integrating young people into the club and helping them to make new friends and feel instantly more comfortable. Club personnel also discussed how this had given existing members a feeling of responsibility and encouraged them to be more friendly and welcoming towards junior players. A further club had operated a similar system but using senior players as mentors. Each new player was allocated a senior player mentor who met them during their first session, spoke to the afterwards and generally checked up on progress, encouraged the young person to discuss any issues or concerns and helped them integrate into the club. Again this approach was felt to be valuable for both the senior players and the young person. For the latter the mentoring system provided young people with a role model and someone to turn to with any questions or queries. For the senior players, the Club Manager described the process as allowing them to 'give something back' and also helping to provide more integration between the senior and junior sections.

9. Conclusions

9.1 The year three evaluation continues to highlight the impressive successes of the *Chance to shine* programme. Delivery remains of a high quality, there are numerous benefits for the young people involved both cricketing and otherwise and it continues to be professionally organised and managed. The programme is making a significant contribution to both developing cricket, supporting and developing young people and equipping them with vital life skills relevant in much broader contexts. Enthusiasm for *Chance to shine* is apparent in every conversation. Individuals continue to be extremely committed to programme delivery and development.

The key successes of *Chance to shine* highlighted by the evaluation are:

1. The successful development of specialist *Chance to shine* delivery which has significantly contributed to girls and disability cricket provision in the case study areas visited. Within this the particular example of encouraging Asian girls to participate in cricket and join their local club is extremely impressive.
2. Coaches continue to provide high quality provision which has successfully engaged and enthused pupils.
3. More schools are taking part in competitive opportunities and young people who previously have not had the opportunity to play competitive sport before are now able to do so. This was particularly significant in the girls and disability case study.
4. Benefits for pupils of taking part in *Chance to shine* were numerous. The value of *Chance to shine* for raising the confidence of young people and helping them to develop more extensive social networks was particularly evident in 2009.
5. *Chance to shine* has been particularly valued by pupils from schools in deprived areas. Working with an outsider 'expert' coach has been particularly helpful for raising pupil's feelings of self worth.
6. Teachers continue to benefit from working alongside the coach, which they felt improved their confidence, knowledge and ability to deliver cricket. Teachers seem more enthusiastic about undertaking specific cricket training to develop their skills.
7. *Chance to shine* continues to be used as an effective incentive to promote good behaviour in some schools.

8. *Chance to shine* has been particularly effective at supporting the development of youth volunteering and providing young people with structured 'work placements' where they are mentored by experienced coaches.
9. Club Managers continue to feel that *Chance to shine* is having a positive impact on club development. The introduction of more casual pay and play sessions in 2009 is extremely positive and is widening cricket access for young people who prefer to play informally.
10. Club personnel are becoming increasingly creative in reducing the barriers young people face to attending cricket clubs. Mentoring schemes, training of club personnel and providing reduced price membership fees and cricket equipment are all examples of this.