



CHANCE TO SHINE

YEAR 4

OPERATIONS REPORT

NOVEMBER 2009

Acknowledgements

The success of *Chance to shine* has only been possible because of the tremendous enthusiasm and support provided by many people. Our thanks go to:

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EXECUTIVE SUMMARY

The Cricket Foundation appeal, *Chance to shine*, sets out to bring competitive cricket and its educational benefits back to at least one-third of state schools throughout England and Wales.

Chance to shine is delivered through local cricket clubs, county cricket boards and other external agencies such as School Sports Partnerships and Local Authorities to deliver high quality coaching and competition programmes.

2009 Outcomes

384,105 boys and girls participated in the schools programme, **43%** of whom were girls, with **10%** from BME backgrounds and **4%** with special educational needs.

2,479 primary schools, **172** middle schools, **570** secondary schools, and **122** special schools were involved in the programme.

Coaches delivered **77,897** hours of coaching through **57,655** curriculum and extra-curricular sessions, of which **73%** were during curriculum time.

Coaches delivered **5,875** coaching hours for schools through introductory sessions at local clubs. In addition, **450** hours were delivered through assembly visits and teacher awareness sessions.

23,374 structured matches were played by schools, of which **43%** were intra-school – **19,248** Kwik Cricket, **3,289** inter-cricket and **676** hard ball matches.

7,176 children, **23%** of whom were girls, migrated from *Chance to shine* schools to clubs. Of these, **1,750** migrated to clubs outside the remit of *Chance to shine*.

17,577 boys and girls have migrated from schools to clubs during the first four years, representing an overall programme conversion rate of **3%**.

75% of the **5,057** that migrated in 2008 have remained with their club in 2009.

9,149 extra coaching and competition hours were delivered to **15,592** boys and girls during holiday and half term camps, with **18%** participation from girls.

ANNUAL REPORT

Introduction

The *Chance to shine* campaign aims to establish sustainable cricket cultures within one-third of all state schools in England and Wales, reaching two million children by 2015.

Chance to shine is strategically delivered through individual projects, with each project delivering a maximum of 280 hours throughout the spring and summer terms to a family of local schools made up, typically, of up to six primary and two secondary schools.

In its fourth year of operations, *Chance to shine* worked through 405 projects, mainly 'Focus' clubs, delivering cricket to 2,479 primary schools, 172 middle schools, 570 secondary schools, and 122 special schools.

This report:

- outlines the management arrangements with the ECB, County Cricket Boards and projects;
- details the coaching and competition programmes;
- reviews the process undertaken to achieve a more sustainable programme;
- summarises the action taken to train coaches and teachers and to provide equipment and basic facilities;
- describes the monitoring and financial arrangements and indicates future action.

The data within this report are based on information provided by projects through the Key Performance Indicator (KPI) monitoring system, and through formal end of year reviews conducted by the four *Chance to shine* Regional Managers, in conjunction with County Cricket Boards (CCBs).

For the third year in succession, the Institute of Youth Sport (IYS) were commissioned by the Cricket Foundation to undertake a detailed evaluation of the *Chance to shine* programme.

The IYS has produced two reports from this evaluation: an impact report focused around assessing clubs, teachers, pupils, and cricket development (Appendix 3), and a fuller annual report. The impact document is referenced throughout this report as 'IYS 2009i' and the annual report as 'IYS 2009a'.

In addition to the core programme report, the IYS were asked to evaluate the effectiveness of the secondary school programme, to look at the contribution of holiday camps to programme aims and to measure the impact of the MCC's Spirit of Cricket initiative.

Programme Management

Cricket in England and Wales has a nationwide development network, set up to administer the growth of the game. The country is split into five regions, and within each region, except Wales, there is a Regional Development Manager and a series of Cricket Development Managers and Officers in each of the separate counties. It is through this established network that *Chance to shine* operates, with CCBs strategically selecting projects and then providing ongoing support.

Mandatory criteria supplied to each CCB formed the basis upon which projects were nominated. The final selection was based on the ability of the project to administer and deliver a 280-hour programme effectively through the spring and summer terms.

All 405 projects and 3,343 schools committed to the programme and its quality standards through a signed Memorandum of Understanding (MoU). This procedure has continued to provide all parties with a clear understanding of their roles and responsibilities within the programme, which has also ensured sound governance and proper accountability.

In Year 4, the process of programme management through the CCBs was significantly improved through a clearly defined set of 'Minimum Quality Standards'. This provided a benchmark for measuring CCB qualitative targets and results in the majority of CCBs considering *Chance to shine* as a fundamental part of their overall strategic plan.

The Cricket Foundation continues to strengthen its partnership with the ECB, in particular, through a better understanding of the CCB Improvement Planning Process (IPP) and by offering greater support, advice and examples of best practice to CCBs overseeing *Chance to shine* locally.

An important factor in the success of the programme has been the ongoing dialogue and positive working relationship between *Chance to shine* and the ECB at all levels. To cope with increasing workloads, the Cricket Foundation continued to make available financial support for each CCB, enabling them to devote additional human resource to *Chance to shine*.

The Programme

Coaching Sessions

77,897 hours of school coaching, 73% of which were delivered as part of the curriculum, to 297,450 pupils

The *Chance to shine* programme continues to increase and enhance curricular and extra-curricular provision in schools. Coaches are primarily responsible for this as they continue to deliver high quality sessions that are fully inclusive and appealing to young people.

Chance to shine continues to be exceptionally well received by schools. Their feedback is positive and the enthusiasm shown by teachers overwhelming - a vital component of sustainability:

"It's been great. We've never really been able to focus on a particular sport before as it's just been a bit of this and that. This has given us that focus, and more importantly provided us with the support and expertise to run cricket. It's been brilliant for the school".

(p19/IYS/2009a – Teacher)

Schools report that, as a direct result of *Chance to shine* sessions during the curriculum, pupils who have attended are now playing cricket informally at lunchtimes, which had not previously happened.

Chance to shine introduced the MCC's Spirit of Cricket message into the core programme and committed to deliver two hour sessions across its network of schools. The DVD resource was well received and the sessions helped pupils to develop a better understanding of team values and individual responsibility.

"For me, this is a superb resource – not only as a wet weather resource but also the way the message can be put across to the youngsters. The DVD was so well received that three schools have shown it to every class in the school. The big point of RESPECT is important for everyday life, not just with regards to cricket. The teachers can show it and relate it to other day-to-day situations. Superb!"

(Project Manager – Ossett CC)

A significant increase in enthusiasm by girls led to a high number of girls' only sessions and matches played.

"Usually when we play in tournaments only one or two girls get to play, and it's 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 it's all girls".

(p5/IYS/2009i – female pupil)

National Cricket Day (NCD) 2009, held on June 23rd, built on the success of the previous year and reinforced the broader objectives of the campaign to all schools. In total, 1,242 schools registered for NCD, indicating a significant increase from 2008. Using cricket as a stimulus to develop learning in the classroom, schools were provided with access to a quality web-based resource.

School Impact

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 are now full to capacity (IYS/2009a).

Teachers have continued to use *Chance to shine* 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 (IYS/2009a).

"For children with behavioural difficulties, you know they want to turn themselves around so they can show you they can be trusted 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 have a carrot that they do

rise up to. A lot of our best players are the ones who do have some behavioural difficulties”.

(p32/IYS/2009a - Teacher)

The IYS’s research stated that secondary school provision continues to be challenging. A number of reasons were provided for this:

- Teachers at secondary schools were felt to be more skilled and able to deliver cricket without external support.
- There was greater pressure in secondary schools on academic subjects and, as such, PE and sport had limited profiles.
- There was a general lack of buy-in from secondary schools to the programme and its broader aims and objectives; instead, there was a greater tendency to see it as just a coaching programme.

Secondary school teachers commented on the positive impact at a primary level and the need for a more advanced provision to be offered at secondary level.

The secondary programme is clearly believed to have value, but may benefit from specific tailoring at local level to meet the needs of particular schools and ensure greater impact. This will be a consideration for the 2010 programme.

Monitoring system

The administration behind *Chance to shine* remains an essential component of the scheme’s evaluation and development. *Chance to shine* Project Managers, recognising the need to measure progress, have responded enthusiastically to the guidance provided.

The online monitoring system is regularly reviewed, taking into consideration the demands placed on the user community, the majority of which are volunteers. The Club Managers steering group, established in 2008, stated the need for a single point of data entry in order to reduce administration duties. Action was taken to accommodate this request with Project Managers being made responsible for all data entry in 2009.

The following process was adopted for monitoring planned and delivered coaching hours to ensure that key data were effectively recorded:

- Project Manager enters timetabled activity online;
- weekly coach record forms generated online and made available in a printer-friendly format for coaches to collate KPIs;
- teachers sign off the record form to verify sessions and KPIs;
- coaches submit the weekly record form for the Project Manager to approve, enter online and submit to the relevant CCB;
- Project Manager sends CCB a hardcopy of coach record forms;
- CCB receives approved forms, cross-references online data with the hardcopy, resulting in payment being authorised.

In 2009, online-generated coach record forms replaced triplicate sheets for recording data and verifying sessions. This initiative was welcomed by both Project Managers and CCBs.

To reduce the amount of paperwork and administration, the monitoring system enabled all MoUs (project and school) and club coach details to be submitted online.

To ensure an integrated approach to reporting is in place, *Chance to shine* will work closely with the ECB during the winter months to ensure data recorded by 'Focus' clubs for *Chance to shine*, is linked more closely with ECB club development planning.

In addition, *Chance to shine* will be conducting a full review of the online reporting system through a selected group of Project Managers to ensure demands are realistic and appropriate.

Project Planning and Review

In order to ensure a quality programme is delivered locally, each *Chance to shine* Regional Manager (RM) conducted the following meetings with Project Managers and CCBs:

- pre-season and forward planning (Feb/Mar)
- mid programme review (June)
- end of programme review (Aug/Sept)
- reward and recognition (Sept/Oct).

These meetings are critical to the ongoing improvement process, enabling Regional Managers to provide support, guidance and expertise. These forums have provided a platform to:

- thank all Project Managers and CCBs for their hard work and commitment;
- create an open opportunity to discuss best practice;
- understand local issues and challenges;
- identify areas for support and discuss any actions required;
- examine the programme's impact within schools.

The increasing scale of the programme has resulted in *Chance to shine* Regional Managers having reduced contact time with Project Managers. For this reason, the review exercise has been important for developing relationships and supporting Project Managers.

With Regional Managers focused on providing support to projects nearing completion, and new clubs entering the scheme year-on-year, CCBs through their support staff will be required to coordinate, manage and support all other existing projects to a higher level.

Meeting deadlines, communicating effectively, good management and the efficient delivery of match play are essential to the success of individual programmes. Following the end of year reviews, nine projects failed to meet the necessary requirements and were removed from the programme (Appendix 7).

Furthermore, guidelines for delivery fee payments were tightened, and failure to meet these criteria resulted in twenty three projects not receiving their second payment.

Teacher Involvement and Training

By signing and understanding MoUs, all 3,343 schools confirmed their commitment to teacher involvement aimed at long-term sustainability. The active involvement of teachers has seen an increase in their self confidence, resulting in a greater number delivering basic cricket sessions during curriculum time.

The relationship between the *Chance to shine* coach and teacher remains fundamental to the overall impact of the programme. Where these relationships have developed it is felt that teachers, especially those within a primary school setting, have improved their knowledge and enthusiasm *for the game*. By actively encouraging teacher involvement, many 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 that we've switched it round again".

(p29/IYS/2009a - Coach)

"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 that we've switched it round again".

(p29/IYS/2009a - Coach)

The ability of coaches to deliver programme objectives and to engage and up-skill teachers is critical to the long-term sustainability of the programme. *Chance to shine* will continue to develop the coaching workforce to ensure schools are provided with a high quality delivery.

Using the ECB Cricket for Teachers (CfT) course delivered through CCBs, formal training was available for *Chance to shine* teachers. In total, thirty courses incorporating teachers from *Chance to shine* schools were delivered in 2009.

Due to insufficient resources being made available to CCBs and challenges with obtaining the release of teachers to attend courses during the school day, the number of courses delivered in 2009 was considerably less than anticipated.

Moving forward, and to support the sustainability strategy, CCBs must ensure sufficient courses have been incorporated into their workforce plan to cover all *Chance to shine* schools in 2010. This is a CCBIPP condition and, in addition, *Chance to shine* will financially support CCBs to deliver the plan.

Chance to shine coaches play another important role in promoting formal training opportunities, and a less formal course delivered by coaches is currently being developed.

It is recognised that there are challenges in asking teachers to commit time to attending further training; however, by providing information and making the process easier, it is anticipated that a greater number of teachers will be encouraged to attend. Where coaches have been inspirational, supportive and encouraging, there have been notable benefits:

"I always get the teachers just to join in the first two weeks with the kids – they love it and it gives the teacher a feel for the drills and the game. 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, as 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. She now coaches at her local club. You can't get a bigger success story than that".

(p12/IYS/2009i - Coach)

It is encouraging that most teachers felt they would continue to deliver cricket without the coach. A greater emphasis will continue to be placed on supporting new teachers who enter the scheme, to ensure their knowledge and self confidence is improved.

Partnership Networks

The Cricket Foundation is fully committed to developing strong and sustainable partnerships with many key partners that bring value to the programme, most notably the ECB. The new Sport England directive of channelling all funding through national governing bodies will ensure that the Cricket Foundation and the ECB continue to align operational frameworks and develop strong relationships.

The relationship between the Youth Sport Trust (YST) and its School Sports Partnerships (SSPs) is another key partnership. Where strong links between a project and SSP are evident, the outcome is a more co-ordinated and successful programme delivery.

Partnership Development Managers (PDMs) recognised the value they were able to add to the programme, but also felt that *Chance to shine* helped them achieve their aims and targets. The need for early communication, planning and clarity on the role of the PDM is crucial.

Establishing good communication channels with schools has always been challenging, but working alongside School Sports Partnerships has provided projects with improved access and commitment from schools.

It is anticipated that *Chance to shine* will look to promote the use of the School Sports Partnership network, including Competition Managers, more extensively in future years.

An increase in the number of projects delivered through local cricket development groups has widened the reach of *Chance to shine*. These groups have been used to plan competitions and festivals, and in some cases have aided the strategic selection of schools. This is a formula that CCBs will be encouraged to explore further in future years.

Special Projects

Building on the success of 2008, four three-day and two two-day camps were delivered in partnership with the British Army Recruiting Group. Delivered across the four regions, the camps were designed to teach and encourage children to learn about teamwork and leadership, as well as to provide the Army Recruiting Group with the opportunity to promote the vast career pathways within the Army. In total, 2,316 boys and girls from *Chance to shine* secondary schools benefitted.

Working through coaching agencies such as Capital Kids Cricket, *Chance to shine* has continued to deliver a 36-week cricket programme at Great Ormond Street Hospital. The hospital's school and its pupils have benefited from a highly innovative form of curriculum enrichment. *Chance to shine* is most fortunate in having two outstanding coaches, Denise O'Neil and Ray Tudor, with their ability to engage, motivate and include all pupils (youngsters, teenagers and children with profound and multiple learning difficulties) in meaningful skills development.

With the aim of providing extended learning opportunities through the use of cricket coaching for pupils, the Cricket Foundation and The Prince's Trust delivered an adapted *Chance to shine* programme in ten secondary schools in 2009. The Prince's Trust XL programme aims to improve attendance, punctuality and behaviour at school, as well as increase confidence, self-esteem and social skills among young people aged 14 to 16.

StreetChance supported by Barclays Spaces for Sport, is a London-centred extension of *Chance to shine's* core programme and is a street community cricket project for inner-city areas where there is often a lack of cricket clubs. Working in partnership with Cricket for Change, Crime Concern's "Positive Futures", the Metropolitan Police Service and the CCBs, the project uses cricket to engage young people from a range of backgrounds in areas affected by youth crime and antisocial behaviour and where youngsters are at greatest risk of underachievement. Its initial rollout is currently being delivered across ten London boroughs over a three-year period, and from April 2010 the Cricket Foundation is looking to reach a further five London boroughs (Appendix 4).

Attended by over 400 young people, *Chance to shine* teamed up with the MCC to deliver five MCC Spirit of Cricket summer camps at selected venues throughout England and Wales. Open to all, the camps were a unique opportunity to receive expert advice from professional coaches, learn new skills and enjoy competition. A least one *Chance to shine* England Women Coaching Ambassador attended each day of every camp, and a cricket ambassador attended on day three.

It is highly encouraging to see a number of projects providing opportunities for young people with a range of disabilities. It was reported that pupils gained a great deal from the support provided by *Chance to shine* coaches and the programme had a positive impact on their self-esteem.

"The programme has been a success. The very fact that C2s has given us the opportunity to provide regular cricket activity for special schools is a success on

its own. It has allowed us to carry out work in the schools around our identified LCB Disability Focus Clubs and provide them with a festival at that club. This may not have been possible without C2s. I am confident that having gone through the first year and ensuring the programme continues to run through the LCB Disabilities Development Group, we can strengthen certain parts of the programme such as migration to clubs (though it should be recognised that this an ongoing problem in disability sports) and the use of C2s resources not used this year. We are already being asked if the programme will continue next year, which is a success on its own. We also need to ensure that the model of good practice used in Preston (with education) is replicated in other parts of the county”.

(Lancashire CB CDM)

Girls’ Activity

164,726 girls participated in the 2009 programme

Supported by the inspiring work of the eight England Women players on *Chance to shine* coaching and ambassadorial contracts, significant progress has continued to be made in the area of girls’ cricket throughout the programme.

Providing access to cricket through a structured and inclusive programme has been reported as a positive element in *Chance to shine* schools, resulting in improved confidence amongst girls.

“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”.

(p26/IYS/2009a - pupil)

The England Women Coaching Ambassadors (CAs) have contributed greatly to the overall success of the C2s programme. As positive role models, they have generated exceptional PR and are a real inspiration to young girls within the programme.

Chance to shine supports the wider development of girls’ cricket by committing to work in partnership with the ECB to operate together and place girls’ development at the forefront of every project.

137 clubs have established or strengthened cricket provision for girls through the Chance to shine programme

Chance to shine has strategically included girls’ cricket as a qualitative target for CCBs, which has greatly assisted in the development of girls’ junior sections (Appendix 5). Projects are encouraged to use *Chance to shine* resources to provide clear and appropriate pathways for girls to migrate into a club environment.

Competition

23,374 matches were played by schools, of which 43% were intra-school – 19,248 Kwik Cricket, 3,289 inter-cricket and 676 hard ball matches

Chance to shine provided schools with a clear directive on match play. On average, each school played seven competitive matches within or against other schools, exceeding the match play benchmark of five competitive matches for all schools.

As in previous years, schools reported using *Chance to shine* tournaments to encourage good behaviour amongst pupils.

"There's numerous examples of kids that have got real behavioral 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."

(p32/IYS/2009a - Coach)

With 43% of matches played *within* schools, the long-term aim of providing sustainable, competitive opportunities for pupils will be supported. The added value of adopting this more proactive approach resulted in a greater number of children participating in competitions.

Competition Managers are an integral part of the School Sports Network, assisting in raising the quality and quantity of competitive opportunities for all young people, in line with the national governing bodies' competition frameworks. Competition Managers are beginning to work closely with CCBs and Project Managers, and where links are strong, successful and competitive programmes are being delivered.

A wider benefit of *Chance to shine* is the impact it has had on supporting and encouraging young leaders to develop the required knowledge and skills to deliver cricket. In particular, young leaders have supported the organisation and delivery of tournaments, which has reduced the pressure on Project Managers and coaches.

The ECB has developed a Young Leaders cricket module that bolts on to a Community Sports Leaders Award (CSLA), delivered to students aged 16-18 years old. In total, forty-three courses have been delivered throughout England and Wales by CCBs.

Facilities

267 playground marking schemes installed in 2009

Working in partnership with the Football Foundation, 267 playground marking schemes have been installed in primary schools by ESP Ltd, our preferred sole supplier. The package to schools includes a football/netball court, cricket pitch,

target board, and two fast feet designs. Continual professional development for teachers is also to be offered to every school having markings installed.

Feedback from the schools and coaches has been encouraging, with the markings enabling more contact time with children, less set-up time for teachers and coaches and a tangible aid that supports long-term sustainability.

39 non-turf pitches installed in 2009

Through the ongoing support of The Lord's Taverners, 2009 will see thirty-nine Non-Turf Pitches (NTPs) being installed by the *Chance to shine* preferred supplier, Exclusive Leisure. Of these, 14 will be installed in secondary schools and 25 in clubs.

NTPs continue to support competition and provide a safe environment for young people to learn new skills.

"Due to the increased numbers attending our junior sessions and our wish to accommodate more competitive matches, we needed to provide a surface that was safe and could be used by schools for their matches. The T-Base pitch is brilliant and we thank Chance to shine for the opportunities they have afforded us".

(Project Manager – Irby CC)

Equipment

Each project received £650 worth of equipment. The Cricket Foundation provided clothing and a comprehensive bag of cricket kit, including generic Long-Term Athlete Development (LTAD) equipment, to all new *Chance to shine* projects to cater for both primary and secondary school children.

Feedback from Project Managers and coaches indicated a positive response to the quality and quantity of the equipment, clothing and delivery time frame.

In addition, *Chance to shine* will provide every school achieving the sustainability benchmark (ref p16) with an equipment bag worth £120.

Coach Training

17 Working in Schools (WIS) Module courses

CCBs delivered seventeen WIS coach training days to all new *Chance to shine* coaches prior to the 2009 programme. This is a prerequisite for any coach delivering on a *Chance to shine* programme.

This course is important for providing coaches with a better understanding and knowledge of working within the school environment. A copy of the ECB *Howzat!* resource is provided to all coaches to support them further in the programme.

CCBs must ensure sufficient courses have been incorporated into their workforce plan to cover all new *Chance to shine* coaches in 2010. This is a CCBIPP condition and, in addition, *Chance to shine* will support CCBs financially to encourage delivery of the plan.

Community Coaches

The number of Community Sports Coaches (CSCs) involved in the *Chance to shine* scheme has increased from 37 in 2008 to 50 this year.

Chance to shine funding has been widely used in the North and Midlands to match-fund part- and full-time CSCs. This is not evident in the South, where CSC time is 'brought in' to deliver on behalf of clubs. In most cases, CCBs employ CSCs as they are able to attract additional funding to support these posts.

The investment in CSCs continues to add significant value to the programme. Through support from CCBs and their enhanced knowledge and skill base, CSCs are able to ensure that schools work towards sustainability and delivery continues throughout the whole year. Schools and clubs reported that CSCs have made a positive impact, not only in terms of quality delivery, but also in other areas such as staff development and increased levels of professionalism.

Away from schools, CSCs play a vital role in the transition of pupils from school to club. In a number of cases, CSCs operate on behalf of more than one project; therefore, communication with local clubs is a key component to success. To ensure this happens, all clubs and CCBs involved in CSC schemes are required to sign a CSC MoU, which details roles and responsibilities and commits coaches to attending regular meetings with clubs and delivering club-based activity.

"We have seen an increase in the number of young players attending our club, directly as a result of Chance to shine coaching in schools. Having tried to deliver some coaching in schools in previous seasons on limited resources, the availability of a Community Coach to work in schools within our geographic area has been of benefit to the club. Having someone to work on behalf of the club has raised the profile of Skelmersdale CC and strengthened its links with local schools. The biggest benefit of C2s is that club coaches who work alongside the employed Community Coach can learn and develop their own skills and experience within a school setting, hopefully making our involvement in schools sustainable".

(Project Manager – Skelmersdale CC)

Sustainability Strategy

Sustainability for *Chance to shine* has been defined as:

"Through effective school-club partnerships, young people will continue to benefit from ongoing high quality competitive cricket opportunities delivered by teachers and coaches".

It was always intended that each *Chance to shine* project would receive a maximum of five years of core funding, during which time it was anticipated that schools would achieve a level of sustainable competitive cricket.

At the completion of the third year of the C2s programme in 2008, a working group made up of individuals from within cricket development and state education were assembled. The following group provided guidance and expertise with helping to shape the *Chance to shine* sustainability strategy:

- Keith Brewer, Cricket Development Manager, Dorset Cricket Board
- Chris Dirkin, Cricket Development Manager, Shropshire Cricket Board
- Dave Clayton, Club Manager, Barnsley Cricket Club (Yorkshire)
- Anthony Woodhouse, Club Manager, Harrold Cricket Club (Bedfordshire)
- Steve Smith, Partnership Development Manager (Derbyshire)
- John Franks, School Sports Coordinator (Sussex)
- Richard Stephenson, Teacher (Northumberland)
- Andy Theedom, Teacher (Gloucestershire)
- Ruth Jeanes, Institute of Youth Sport, Loughborough University

The Cricket Foundation would like to express its gratitude to the Sustainability Working Group.

Process

➤ Delivery Models

Two distinct delivery models have been developed, each of which sets out the level of commitment required to deliver a *Chance to shine* programme. Club-based delivery provides five years of core funding, tapered at the beginning and end, and a CCB delivery offers three years of full core funding.

➤ School Self-Assessment

In the past, school sustainability has been gauged by assessing the current levels of teacher participation, understanding the competence levels of active teachers and reviewing current competitive activity within the schools.

Schools will now take responsibility for completing their MoU, which will include a section to assess their current level of cricket provision. The results of each assessment will determine what further support is required to enable each school to achieve sustainability at the end of *Chance to shine* core funding.

Each school will be assessed against the following sustainability benchmarks:

- competition (a minimum of five inter- and five intra- matches played)
- teachers (a minimum of one formally qualified and three up-skilled to deliver basic cricket)
- an active school-club link (the school has regular contact with the club, actively encourages migration to the club and some school assemblies are delivered by the club)
- curricular and extra-curricular provision (a minimum of six curricular and six extra-curricular sessions per year).

Chance to shine Regional Managers will conduct review meetings for all projects entering their final year to ensure a clear exit strategy has been agreed.

➤ School Accreditation

Once a school has been assessed and deemed sustainable, they will receive an accreditation pack, which will include a plaque establishing them as a *Chance to shine* cricket school and an equipment bag worth £120. Recognition will also be provided on the *Chance to shine* website.

➤ Post *Chance to shine* Delivery

This ensures that *Chance to shine* continues to make a positive impact on school-club links and activities continue to take place. At the end of the core delivery period, or once all schools have been deemed sustainable, the project will move to a 'Post-*Chance to shine* Delivery' that will support the project for a further two years (the club receives £500 and the CCB £1,000 per year).

Projects and schools will sign a 'Local Agreement', outlining how they intend to work with each other. The minimum level of delivery within any local agreement will be competition.

In order to access 'Post *Chance to shine* Delivery' funding, Project Managers will need to submit an online report in the September of the post-delivery year.

Fifteen clubs and their schools have achieved sustainability, so will operate through post-delivery in 2010 (Appendix 9).

Sustaining the impact of *Chance to shine* will provide an exciting challenge. Through the ongoing support, commitment and enthusiasm of all stakeholders, there is every chance of success.

Operational Expenditure

All 39 CCBs have shown considerable improvement in their financial controls of Cricket Foundation resources. The improved coach reporting functionality built into the online monitoring system and greater awareness of *Chance to shine* requirements have been contributory factors.

In April 2009, a payment of £6,036 per project (this sum included the first delivery fee of £450) was forwarded to each CCB, a 12% increase on 2008 funding. The projects were awarded a further £450 delivery fee in October upon successful completion of the programme. To recognise inflationary increases, the 2009 budget for each project was broken down as follows:

Coaching (280-hour programme @ £16.20 per hour) £4,536
Competition and development fund £550
Delivery fee £900
Total £5,986

The Cricket Foundation made £250 of the competition and development fund available for projects to allow for coaches' travel costs.

CCBs delivering programmes through the employment of CSCs were allocated a lump sum of £6,000.

In addition, Employer National Insurance Contributions (NICs) and the administrative demands placed on CCBs were acknowledged. A £500 CCB management fee per project was provided to support the CCBs in these areas.

Each CCB was required to submit a financial return to their respective *Chance to shine* Regional Manager, detailing a breakdown of 2009 project expenditure, by 31st October 2009.

It is planned that 24 independent financial reviews will take place in November/December 2009 to assess the payment procedures adopted by CCBs and clubs. Eight *Chance to shine* volunteers will conduct these reviews, the purpose of which will be to ascertain current payment procedures, share best practice and, where needed, provide recommendations for the improvement of future operations.

Future Actions

The following development areas have been identified. Before the start of the 2010 programme, we will endeavour to:

- Ensure the sustainability process is effectively implemented.
- Review current online monitoring systems, taking into consideration the user community and how best to link with ECB development planning.
- Align Cricket Foundation and ECB operational frameworks to deliver a more collaborative programme.
- Ensure girls' cricket is at the forefront of every project and build established links between *Chance to shine* Regional Managers and ECB Women's Regional Cricket Development Managers.
- Engage with coaches to ensure they understand the broader objectives of *Chance to shine*. Coach Awareness Days are to be delivered in February/March 2010.
- Ensure teachers are more stringently monitored and coaches made aware that they must support delivery with the ultimate aim of teacher-led sessions.
- Monitor CCB workforce plans to ensure opportunities for *Chance to shine* coaches and teachers to develop personal skills are available.
- Review secondary school delivery and the need for a more advanced provision to ensure greater impact.
- Maintain and continue to develop established links with all key external partners, especially Sport England and Youth Sport Trust.
- Ensure effective communication between CCBs, SSPs, coaches, schools, and clubs.

Conclusion

As *Chance to shine* reaches its fifth year, the programme continues to be an overwhelming success, thanks to the support and enthusiasm provided by CCB and Project Managers.

The programme has strengthened its delivery through the sustainability strategy and a stronger relationship with the ECB's development department. CCBs now see *Chance to shine* as a fully-integrated programme within their strategic plans.

A process of improvement planning has enabled *Chance to shine* to address areas of concerns and take appropriate action to achieve success the following year.

The greatest benefits, however, have been seen in girls' cricket, not just developmentally, but in the self-confidence and enthusiasm shown by cricket-playing pupils.

"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."

(p26/IYS/2009a - Teacher)

The Cricket Foundation would like to acknowledge the work of the England Women Coaching Ambassadors. Their enthusiasm and success has inspired many young girls to get involved, who otherwise would not have done so.

The Institute of Youth Sport's independent research shows that *Chance to shine's* output remains of a high quality. There are numerous benefits for the young people involved, in cricketing and other areas, and it continues to be professionally organised and managed.

With 3,343 schools engaged, 384,105 boys and girls participating, 23,374 structured matches played, and 7,176 young people migrating to local cricket clubs, *Chance to shine* has made significant progress towards creating sustainable cricket cultures in one-third of all state schools.

The relationship that *Chance to shine* coaches have with teachers is paramount to developing confidence, knowledge and the ability to deliver cricket beyond the core programme and achieving a more sustainable programme.

The Cricket Foundation is fully committed to providing greater support and training for coaches, as they are at the heart of the programme. Coach Awareness Days are to be delivered early next spring to provide all coaches with a better understanding of the programme aims.

Creating a smooth transition from school to club has always been challenging. In just four years, 17,577 boys and girls have migrated to clubs thanks to the creative approach taken by club personnel. Mentoring 'buddy' schemes, training club personnel, providing introductory sessions and reduced membership fees and equipment are all key examples. *Chance to shine* has recognised that creating more effective transition programmes is still needed.

Chance to shine has been well supported by all stakeholders and has a programme and ethos that people want to, and do, buy into. It is a simple programme delivered in a structured manner. And it works!

Steve Peyman
Director of Operations

Appendix 1: **Glossary of Acronyms**

IYS	Institute of Youth Sport
CCB	County Cricket Board
CDM	Cricket Development Manager
MoU	Memorandum of Understanding
ECB	England & Wales Cricket Board
CCBIPP	County Cricket Board Improvement Planning Process
SSP	School Sport Partnerships
PDM	Partnership Development Manager
KPI	Key Performance Indicator
CAs	Coaching Ambassadors
NTP	Non Turf Pitch
PGMs	Playground Markings
CSC	Community Sports Coach
PPA	Planning Preparation Assessment

Appendix 2: **End of Year 4 statistical data**

Key Performance Indicator	2009	%
Coaching Sessions:		
No. of curriculum sessions delivered	41652	73
No. of extra-curricular sessions delivered	15159	27
Total	56811	
Coaching Hours:		
No. of curriculum hours delivered	60918	78
No. of extra-curricular hours delivered	16979	22
Total	77897	
Participation:		
No. of boys participating	219343	57
No. of girls participating	164762	43
Total	384105	
BME		11
Special Educational Needs		4
Matches Played:		
No. of Kwik cricket matches played	19248	83
No. of Inter-cricket matches played	3289	14
No. of hard ball matches played	676	3
Total	23374	
Holiday Camps:		
Total coaching hours	9149	
Total no. boys attending	12868	83
Total no. girls attending	2724	17
Total	15592	
Skills Awards		
No. of Participants achieving awards	16662	
New Club Members:		
Total number of boys	5525	77
Total number of girls	1651	23
Total	7176	
% continuing association with club from previous year		75



***Chance to shine* evaluation**

Year 3 Impact Report

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September 2009



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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 is 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.

Appendix 4: **Non-Turf Pitch (NTPs) and Playground Markings (PGMs) Installations**

NTP Installations 2009	
Abbots Langley CC	March Town CC
Ashtead CC	Middleton CC
Bentley Wood High School	Monton & Weaste CC
Brannel School	Netherhall Specialists College
Calne CC	Newport CC
Cannock CC	Northwood CC
Canterbury CC	Oxford CC
Dinnington Comp	Parley Sports Club
Dudley	Peterborough Town
Eastbourne CC	Plymouth CC
Ellerslie CC	Ponteland Community Middle
Elvaston CC	Shifnal CC
Grangefield Tech School	Skelmersdale CC
Headlands School	St Bede's Catholic Science College
Henry Beaufort	St Joan of Arc
Holyrood School	Standard CC
Holywells High School	Thatcham Town CC
Irby CC	The Weald School
Kingstone High School	Warmsworth CC
Loddington & Mawsley	TOTAL 39

PGMs Installations 2009			
County	No of PGMs	County	No of PGMs
Bedfordshire	6	Leicestershire	1
Berkshire	1	Lincolnshire	1
Buckinghamshire	2	London	1
Cheshire	7	Middlesex	5
Cornwall	9	Northamptonshire	2
Cumbria	5	Northumberland	6
Derbyshire	6	Nottinghamshire	6
Devon	1	Oxford	16
Dorset	5	Shropshire	4
Durham	12	Somerset	10
Essex	8	Staffordshire	4
Gloucestershire	6	Suffolk	8
Hampshire	4	Surrey	4
Herefordshire	1	Sussex	9
Hertfordshire	18	Wales	9
Huntingdonshire	2	Warwickshire	9
IOW	3	Wiltshire	4
Kent	15	Worcestershire	4
Lancashire	23	Yorkshire	30
Total (inc National Cricket Day winners)			267

Appendix 5: **Girls' section established or strengthened through Chance to shine**

London & East	
Ampthill Town CC	Bedfordshire
Flitwick Cricket Club	
Cambridge NCI Cricket Club	Cambridge
Saffron Walden	Essex
Maldon Cricket Club	
Belhus Cricket Club	
Kelvedon & Feering CC	
Hertsmere Cricket Development Group C2S	Hertfordshire
North Herts Cricket Development Group C2S	
Dacorum Cricket Development Group C2S	
Three Rivers Cricket Development Group C2S	
HCCA Special Projects C2S	
Knebworth Park C2S	
Stevenage Cricket Club C2S	
Sawbridgeworth CC	
Warboys C2s	Huntingdonshire
Upwood C2s	
Ramsey C2s	
Peterborough Town CC	
Upchurch CC	Kent
Sherwood CC	
Hayes (Kent) CC	
Leeds & Broomfield CC	
Sibton Park CC	
Bexley District	
Headstone Manor LCC	Middlesex
Primrose Hill - K&C	
Harefield CC	
Regents Park CC	
Ickenham Cricket Club	
Wembley CC	
Islington CC	
Underhill Ladies CC	
Bradfield C2S	Norfolk
Stowmarket CC	Suffolk
Suffolk CB - Girls & Ladies C2s	
Felixstowe C2s	
Copdock C2s	
Stradbroke Cricket Club	
Shepperton CC C2s	Surrey
Redoubtables CC C2s	
Lingfield Cricket Club	
Chichester Priory C2S	Sussex
Bells Yew Green	
SCB – Girls	
Horsham Community Cricket Project	

Hastings Priory CC	
Crawley Cricket Partnership	
Midlands	
Wirksworth CC	Derbyshire
Denby CC	
Bolsover Project	
Lullington Park CC	
Kington CC	Herefordshire
Brockhampton CC	
Burghill & Tillington CC	
Kirby Muxloe CC	Leicestershire
Hinckley Ams CC	
Oakham CC	
Narborough & Littlethorpe CC	
Woodhall Spa CC	Lincolnshire
Bourne CC	
Nettleham CC	
Caistor CC	
Old Northamptonians CC	Northamptonshire
Horton House CC	
Burton Latimer CC	
South Northants Project	
Loddington & Mawsley CC	
Oundle Town CC	
Welbeck Colliery CC	Nottinghamshire
Farnsfield CC	
Mansfield & Pleasley CC	
Kirkby Portland CC	
North Telford Project	Shropshire
South Telford Project	
Knypersley CC	Staffordshire
Cannock CC	
Longton CC	
Wednesbury CC	
Barton CC	
Swindon CC	
Milford Hall CC	
Kidsgrove CC	
Tamworth CC	
Standard CC	
Handsworth CC	
North Birmingham Project	Warwickshire
South Birmingham Project	
Coventry Project	
Solihull Project	
Bromsgrove CC	
Kidderminster Victoria CC	Worcestershire
North	
Stockport Georgians CC	Cheshire
Heaton Mersey CC	

Davenham CC	
Cheadle Hulme CC	
Crewe CC	
Furness CC	Cumbria
Darlington CC	Durham
Darlington R A CC	
South	
Falkland CC	Berkshire
Finchampstead CC	
Purley on Thames CC	
Theale and Tilehurst CC	
Wokingham CC	
Bucks Cricket Board Project	Buckinghamshire
Chesham CC	
Great Kingshill CC	
Cambourne, Beacon & Troon C2s	Cornwall
Axminster Town CC	Devon
Plympton CC	
Torquay CC	
East Dorset District	Dorset
North Dorset	
Parley CC	
Portland Red Triangle CC	
South Dorset	
Cheltenham CC	Gloucestershire
Portsmouth Community	Hampshire
Aldershot CC	
Alton CC	
St Cross Symondians	
Langley Manor	
Burrige & Vospers HCB	
Isle of Wight	Isle of Wight
Vale DDG	Oxfordshire
Banbury	
South Oxfordshire DDG	
Oxford CC	
West Oxfordshire DDG	
Bath CC	Somerset
Chard CC	
Minehead CC	
Portishead CC	
Biddestone CC	Wiltshire
Corsham CC	
Potterne CC	

Appendix 6: **Clubs removed from scheme in 2009**

Project	CCB
Farnsfield	Nottinghamshire
Seaton Burn CC	Northumberland
Astley Bridge CC	Lancashire
Doncaster CC	Yorkshire
Scarborough CC	Yorkshire
South Kirkby CC	Yorkshire
Betteshanger CWCC	Kent
Hornsey CC	Middlesex
Forest Heath	Suffolk

Appendix 7: **Community Sports Coaches used in 2009**

CCB	No. Community Coaches	Project Involved
Berkshire	1	1
Cornwall	2	2
Gloucestershire	2	2
Isle of Wight	1	1
Oxfordshire	1	2
Wiltshire	1	1
Derbyshire	3	6
Northamptonshire	1.5	3
Staffordshire	3	6
Warwickshire	5	9
Worcestershire	3	4
Cheshire	9	12
Cumbria	4	8
Durham	7	14
Lancashire	6	12
Northumberland	3	4
Yorkshire	3	5
Hertfordshire	1	1
Suffolk	1.5	3

Appendix 8: **Post *Chance to shine* Projects**

Project	CCB
Ashington CC	Northumberland
Alnwick CC	Northumberland
Barnsley CC	Yorkshire
Barrow CC	Cumbria
Blackpool CC	Lancashire
Crook CC	Durham
Darlington RA CC	Durham
Furness CC	Cumbria
Harrold CC	Bedfordshire
Hunslet Nelson	Yorkshire
Newton CC	Cheshire
South Shore CC	Lancashire
Stockton CC	Durham
Trafford Metrovics CC	Cheshire
Willington CC	Cheshire