



CRICKET FOUNDATION

YEAR 5

OPERATIONS REPORT

December 2010



Acknowledgements

The success of Cricket Foundation programmes has only been possible because of the tremendous enthusiasm and support provided by many people. Our thanks go to:

- Mervyn King – President, Chance to Shine;
- Cricket Foundation Appeals Committee, donors and trustees;
- Sport England for providing the required funding;
- All the Cricket Foundation's partners for their support
- Club managers, school heads, teachers, School Sports Partnerships, and coaches involved in making the programme a success;
- ECB development staff and county boards, especially Cricket Development Managers in the field;
- Institute of Youth Sport at Loughborough University for their 2010 programme evaluation;
- Cricket Foundation Regional Managers and all staff for their commitment.

Operations Team

Director of Operations

Steve Peyman

Regional Managers

Jim Love (North)

Richard Darwin (London & East)

Stuart Priscott (South)

Gary Lambert (Midlands)

StreetChance Operations Manager

Richard Joyce

Operations Co-ordinator

Sue Moxon

TABLE OF CONTENTS

EXECUTIVE SUMMARY	3
2010 Outcomes:	
Chance to Shine	3
StreetChance	4
ANNUAL REPORT	
Introduction	5
Chance to Shine:	
Programme Management	7
The Programme:	
Project Planning and Review	8
Monitoring System	9
Partnership Networks	10
School Impact	10
Teacher Involvement and Training	12
Club Impact	13
Coach Training	13
Community Coaches	14
Competition	14
Girls' Activity	15
Facilities and Equipment	16
Sustainability Strategy	17
Operational Expenditure	18
Future Actions	19
Conclusion	20
Special Projects:	
Army	22
Hospital Schools	22
MCC Spirit of Cricket Summer Camps	23
StreetChance:	
Programme Management	25
The Programme:	
School Impact	26
Community Impact	26
Competition	28
Coaching Apprenticeship	29
Young Ambassadors	29
Operational Expenditure	30
Future Actions	31
Conclusion	32
Appendix 1: Glossary of abbreviations	
Appendix 2: End of Year 5 Statistical Data	
Appendix 3: Loughborough Case Studies – Chance to Shine	
Appendix 4: Non Turf Pitch & Playground Markings Installations	
Appendix 5: Girls' Section	
Appendix 6: Clubs Removed from Chance to Shine in 2010	
Appendix 7: Community Sports Coaches used in 2010	
Appendix 8: Post Chance to Shine Projects in 2011	

EXECUTIVE SUMMARY

The Cricket Foundation's campaign 'Chance to Shine supported by Brit Insurance' 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 county cricket boards, local cricket clubs and other external agencies such as School Sports Partnerships and Local Authorities to deliver high quality coaching and competition programmes.

The Cricket Foundation's inner-city initiative StreetChance supported by Barclays Spaces for Sports has engaged young people across 15 carefully selected London boroughs.

Launched in July 2008, StreetChance uses cricket to engage young people from a range of backgrounds in areas affected by youth crime and anti-social behaviour. The project is a partnership between the Cricket Foundation, Barclays Spaces for Sports, Cricket for Change, the Metropolitan Police Service and Positive Futures.

2010 Outcomes

Chance to Shine:

345,356 boys and girls participated in the schools programme, **45%** of whom were girls, with **12%** from BME backgrounds and **5%** with special educational needs.

2,511 primary schools, **133** middle schools, **554** secondary schools, and **156** special schools were involved in the programme.

Coaches delivered **71,699** hours of coaching through **52,831** curriculum and extra-curricular sessions, of which **74%** were during curriculum time.

Coaches delivered **7,608** coaching hours for schools through introductory sessions and new activity at local clubs. In addition, **643** hours were delivered through assembly visits and teacher awareness sessions.

29,255 structured matches were played by schools, **45%** of which were intra-school – **25,262** Kwik Cricket, **3,529** inter-cricket and **464** hard ball matches.

9,400 children, **29%** of whom were girls, migrated from Chance to Shine schools to clubs. Of these, **2,153** migrated to clubs outside the remit of Chance to Shine.

26,977 boys and girls have migrated from schools to clubs during the first four years, representing an overall programme conversion rate of **3%**.

66% of the **7,176** that migrated in 2009 have remained with their club in 2010.

StreetChance:

These figures relate to the school and community programmes delivered in the second year of operations, spanning August 2009-July 2010.

6,139 boys and girls participated in the school programme, **43%** of whom were girls, with **61%** from BME background and **5%** with special educational needs.

368 boys and girls participated in the community programme, **5%** of whom were girls, with **82%** from BME background.

On average, participants from **5** different ethnic origins attended each project.

63 primary schools and **30** secondary schools were involved in the programme.

Coaches delivered **2,828** hours of coaching, of which **32%** were at community venues.

157 competitive inter-borough Street20 matches were played involving **561** participants.

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 primarily 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 fifth year of operations, Chance to Shine worked through 404 projects delivering cricket to 2,511 primary schools, 133 middle schools, 554 secondary schools, and 156 special schools.

In May 2010 a major landmark was reached. Rachel Sanders, an 11 year old from St Thomas's Primary School in Exeter became the one millionth child to be coached through Chance to Shine.

StreetChance supported by Barclays Spaces for Sports brings cricket opportunities to young people in inner city areas lacking in cricket clubs and green spaces which are less suited to the traditional Chance to Shine model.

StreetChance is delivered in school, as well as out, through regular community sessions that run all year round. All community activity is open access and free to all young people under 18.

Every school holiday StreetChance participants from every borough come together for inter-borough tournaments, giving them a chance to play competitively as well as meet different people from different backgrounds.

StreetChance sessions and tournaments use Street20 cricket rather than traditional hardball cricket – Street20 uses a tennis ball wrapped in tape - so there is no need for expensive protective clothing.

This report:

- outlines the management arrangements with ECB, County Cricket Boards and projects;
- details the coaching and competition programmes;
- outlines the progress made to achieving 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 reviews conducted by the four Cricket Foundation Regional Managers and the StreetChance Operations Manager, in conjunction with County Cricket Boards (CCBs) and key partners.

The Institute of Youth Sport (IYS) was again commissioned by the Cricket Foundation to undertake a detailed evaluation of the Chance to Shine programme and StreetChance, specifically focusing on pupil case studies for the core programme (Appendix 3).

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 quality programme effectively through the spring and summer terms.

All 404 projects and 3,354 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 2010, year 5 of the programme, the process of programme management through the CCBs was significantly improved with Chance to Shine fully embedded in the ECB Best Practice Self Assessment Guide. CCBs were (?) supported through this process by their respective Regional Manager in an open, honest and constructive way that identifies and sets down agreed areas for operational improvement.

The Cricket Foundation continues to strengthen its partnership with ECB, in particular, through a better understanding of the CCB Improvement Planning Process (IPP) and by offering greater support and advice 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 the Cricket Foundation and 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

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:

- formal assessment of projects entering their final year (Jan/Feb)
- pre-season and forward planning (Mar/Apr)
- 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 Cricket Foundation 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. County Cricket Boards are fundamental to the success of Chance to Shine, offering ongoing support to projects and schools in achieving its (or the programme's) core aims.

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, only two 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 19 projects not receiving their second payment.

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 following process was adopted for the monitoring of Chance to Shine activity to ensure that key data was effectively recorded:

- Project Manager enters timetabled activity online;
- weekly coach record forms are 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.

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.

This year, schools took responsibility for completing their MoUs online which included a section for schools to assess their level of cricket provision against the sustainability benchmark:

- Competition (minimum of five inter and five intra matches played)
- Teachers (minimum of one formally qualified, three up-skilled to deliver basic cricket)
- Active school-club link (school has regular contact with club, actively encourages migration to club, school assemblies delivered by club)
- Curriculum and extra-curricular provision (minimum of six curriculum and six extra-curricular sessions per year)

The results of each school assessment will determine what further support is required to enable each school to achieve sustainability at the end of Chance to Shine support.

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 continue to review the online reporting system to ensure demands are realistic and appropriate.

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 ECB. The new Sport England directive of channelling all funding through national governing bodies will ensure that the Cricket Foundation and ECB continue to align operational frameworks and develop strong relationships.

The relationship between the Youth Sport Trust 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 has been confirmed that the Department for Education will not continue to provide ring-fenced funding for School Sports Partnerships. Schools will be given the freedom to concentrate on competitive school sport, trusting school leaders to make decisions in the best interest of the pupils and parents they serve. This places greater emphasis on developing stronger relationships with schools themselves; in particular with headteachers.

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.

School Impact

This year there has been a significant number of teachers discussing how the Chance to Shine programme had improved and increased cricket provision in curricular and extra-curricular time at their school. 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:

"Chance to Shine has meant we have been able to play cricket on a regular basis – without Chance to Shine we would have to fit it (or [cricket] in with every other sporting activity and at times may get overlooked"

(Teacher, 2010)

Teachers found working with the Chance to Shine coach beneficial. This was particularly apparent at primary level. Teachers' knowledge of how to teach cricket increased for both primary and secondary teachers.

Teacher surveys revealed that they have seen changes in the attitudes of pupils towards cricket since the introduction of Chance to Shine at their school. Teachers commented that pupils had an increased enthusiasm for PE lessons and got particularly excited when they had Chance to Shine coaching sessions.

"Children who are normally shy and lack confidence have had the opportunity to join and they really enjoy it"

(Teacher, 2010)

Secondary school provision continues to be challenging. Teachers commented on the positive impact at a primary level and the need for a more advanced and competitive provision to be offered at secondary level. This will be a consideration for the 2011 programme.

Teachers reported that there would be a negative impact on cricket provision within their school when Chance to Shine comes to an end. It was highlighted that the Chance to Shine coach brings something extra to cricket delivery; they inspire the pupils due to the knowledge and enthusiasm that they bring to sessions. The majority of teachers felt this was something that they would be unable to replicate. Nevertheless, many teachers felt that as they have increased their confidence and knowledge to deliver cricket as a result of Chance to Shine, there will be less of an impact at their schools when Chance to Shine coaches are removed.

Brit Insurance National Cricket Day (NCD) 2010, held on June 23rd, built on the success of the previous year and reinforced the broader objectives of the campaign to all schools. Using cricket as a stimulus to develop learning in the classroom, schools were provided with access to a quality web-based resource, CricEd.

"It's a super resource which is well laid out with a great variety of ideas in many different curriculum areas".

(Teacher, 2010)

Overall, teachers are very positive about Chance to Shine. As one teacher commented:

"It's the best PE initiative I have experienced in my 28 year teaching career. Head and shoulders above any other sports development programme for quality, quantity and impact."

(Teacher, 2010)

Teacher Involvement and Training

30 Cricket for Teachers courses

By signing and understanding MoUs, all 3,354 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 the 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.

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 420 teachers from Chance to Shine schools were delivered in 2010. The number of courses delivered in 2010 was considerably less than anticipated as CCBs faced challenges with obtaining the release of teachers to attend courses during the school day.

Teachers commented that whole school staff training to support the delivery of cricket would be beneficial. It was suggested that coaches should be encouraged to attend staff meetings to talk about games and drills used in their Chance to Shine sessions. This will be a consideration for the 2011 programme.

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 2011. This is a CCBIPP condition and, in addition, Chance to Shine will financially support CCBs to deliver the plan.

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.

Club Impact

At the heart of every project is a cricket club and it is generally felt that Chance to Shine has helped to strengthen their relationships with schools and in turn improve their junior sections. A key outcome of Chance to Shine is to encourage children to migrate from school to club and this year 9,400 pupils have joined a local cricket club as a direct result of the programme.

One of the greatest challenges facing clubs is the recruitment of coaches; in particular challenges around availability for work during school time. County Cricket Boards and Cricket Foundation Regional Managers have been very supportive to help their projects overcome this barrier.

The greatest impact seen by clubs through the Chance to Shine programme this year is the increase in girls' cricket participation. Over 75% of Chance to Shine projects now have either a dedicated girls' section, an active partnership with a girls section or are developing a section/partnership. The England Women Coaching Ambassadors (see p15) have had a positive impact on pupils who they have inspired to get involved and play cricket.

Encouragingly, project managers felt they would continue some cricket once core Chance to Shine funding has ended. It has been widely recognised that both coaches and clubs need to be more proactive in supporting and encouraging teachers to continue the delivery of cricket in the future.

Coach Training

11 Working in Schools (WIS) Module courses

CCBs delivered eleven WIS coach training days to all new Chance to Shine coaches prior to the 2010 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, the Cricket Foundation will support CCBs financially to encourage delivery of the plan.

Coaches highlighted the need for further training to assist with their Chance to Shine delivery. Coaches made a number of suggestions for the types of support that would be useful. These included:

- Having a forum of ideas where each Chance to Shine coach can share good games and methods of success;
- Individual feedback to Chance to Shine coaches after each 12 week period of coaching;
- Having the opportunity to learn new drills/skills by having a regular Chance to Shine coach meeting or seminar with coaches from different projects;
- More courses on working with pupils with special needs/disabilities.

"It would be good for Chance to Shine to hold coaching skills refreshers or workshops on existing and new playground games"

(Coach, 2010)

An action for 2011 is to deliver, through CCBs, coach development days providing more up to date information on Chance to Shine, particularly the aims and objectives for the year ahead.

Community Coaches

The number of Community Sports Coaches (CSCs) involved in the Chance to Shine scheme has increased from 50 in 2009 to 77 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 so 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 with 124 projects receiving support. 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.

Competition

29,255 structured matches were played by schools, of which 45% were intra-school – 25,262 Kwik Cricket, 3,529 inter-cricket and 464 hard ball matches

In 2010, 29,255 competitive matches were played, ranging from intra-school matches between classes to hard-ball fixtures against other schools. This is an increase of 25% compared to 2009.

Chance to Shine has increased pupils' opportunity to be involved in competitive cricket opportunities available at both primary and secondary level. In the year prior to the introduction of Chance to Shine teachers indicated that on average schools played in two competitive cricket matches or tournaments. Since participating in Chance to Shine schools on average have played in eight cricket matches per year.

The Chance to Shine programme has developed and enhanced interest in cricket, especially competition. As one pupil remarked:

"I enjoy the batting. It's been really good. I want to earn some more medals. Last year at the local competition we won and I want to do that again"

(Pupil, 2010)

With 45% of matches played *within* schools, the long-term aim of providing sustainable, competitive opportunities for pupils will be supported. The added value of intra-school competition is that more children are given the opportunity to compete.

Many schools are now developing their own mini-leagues either with intra-school matches at lunchtimes or with other local schools to give more children the opportunity to compete.

Girls' Activity

155,811 girls participated in the 2010 programme

2010 has seen an increase in girls migrating to cricket clubs as a result of Chance to Shine - 29% of children who have joined cricket clubs (9,400) were girls (compared with 23% in 2009).

Since 2008 the Cricket Foundation and ECB have worked in partnership to employ England women's cricketers as coaching ambassadors working on the Chance to Shine campaign. The impact of these ambassadors, both as coaches and role models around the country, continues to play a huge part in driving enthusiasm and participation amongst girls. In 2010, 2,702 girls joined cricket clubs as a result of Chance to Shine.

Many clubs which had the support of an England Women coaching ambassador reported a very positive impact for their young players.

"Youngsters do relate to well known faces. Some of the girls that I took [to a training session with Jenny Gunn] are still buzzing from it!"

(Project manager, 2010)

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

Case study – Louisa Forsbrey, 12, from London, has become hooked on cricket thanks to Chance to Shine. Her coach spotted her enthusiasm and talent during curriculum time sessions and invited Louisa to the local girls' club session, at Headstone Manor Cricket Club. She loved it and has been part of the club for two years, made lots of new friends and won trophies she would have never previously dreamed of.

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

337 clubs have developed cricket provision for girls through the Chance to Shine programme (175 – girls section, 88 – active link to a girls section and 74 – developing)

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.

Facilities and Equipment

55 playground marking schemes installed in 2010

Working with our preferred sole supplier ESP Ltd, 55 playground marking schemes have been installed in primary schools. The package to schools includes a cricket pitch, two target boards, and two multi-sport designs. Continual professional development for teachers is also 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.

The number of playground markings installed in 2010 was considerably less than anticipated as schools were faced with finding a 50 percent monetary contribution.

51 non-turf pitches installed in 2010

Through the ongoing support of The Lord's Taverners, 2010 saw forty-nine Non-Turf Pitches (NTPs) being installed by the Chance to Shine preferred supplier, Exclusive Leisure. Of these, 23 were installed in secondary schools and 26 in clubs.

NTPs were also installed free of charge to Carlisle CC and Workington CC who had been severely hit by the floods in Cumbria.

"We are delighted with our new pitch. It is going to be a massive help in all of our cricket programmes especially the junior section. It will also be used by the wider community including our midweek league and we think there will be at least three games a week on the pitch."

(Project Manager – Carlisle CC, 2010)

In 2010, each Chance to Shine 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 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 with an equipment bag in 2011.

Sustainability Strategy

Chance to Shine projects receive a maximum of five years of core funding to achieve a level of sustainable cricket.

A Sustainability Strategy for Chance to Shine was produced in May 2009 and is held in high regard by both cricket and other sports. A key component is the support offered after core funding, "Post Chance to Shine" delivery. This ensures Chance to Shine continues to make a positive impact on school-club links and that activities continue to take place.

Two distinct delivery models have been developed, each of which sets out the level of commitment required to deliver a Chance to Shine programme. In 2010, all 404 projects delivered in accordance to a model regardless of which year of delivery they were in.

At the forefront of every programme there are four key areas identified as focuses for creating sustainable cricket cultures in schools and clubs. These are: competition, pathways, teacher delivery and school cricket. All schools are measured against these when completing their self assessment as part of the registration process (p.9 – Monitoring).

As Chance to Shine projects move towards the end of their funding, developing the teacher-coach relationship becomes an even more important element of the programme with more teacher-led sessions and coaches taking on a more facilitative role. Providing schools with greater ownership of their cricket provision, as well as up-skilling teachers through CPD opportunities is critical to the long term sustainability of the programme.

"Having the coaches has definitely improved my knowledge of cricket and given more games and drills for me to do when the Chance to Shine programme isn't running."

(Teacher, 2010)

Eighty-eight projects and their schools will have achieved sustainability, so will operate through post-delivery in 2011 (Appendix 9).

Sustaining the impact of Chance to Shine has provided 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 2010, a payment was forwarded to each CCB for the full cost of their Chance to Shine programme (excluding second delivery fee). Projects were awarded a further £450 delivery fee in October upon successful completion of the programme. The 2010 funding level was broken down as follows:

- Coaching Fees - £16.20 per hour
- Competition and development fund - £550
- Delivery fee - £900 (two payments April and October)

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

CCB delivered programmes were allocated a lump sum of £6,000 and were expected to deliver 280 hours throughout the core delivery period. Many CCBs delivered these programmes through community sports coaches and addressed county aims, such as girls and disability cricket.

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 through the monitoring system, detailing a breakdown of 2010 project expenditure, by 31st September 2010.

It is planned that 13 independent financial reviews will take place in November/December 2010 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 2011 programme, we will endeavour to:

- Ensure the sustainability process is effectively implemented and sustainable schools issued with appropriate resources.
- Ensure an integrated approach to reporting is in place working closely with ECB to link more closely with club development planning.
- Continue to 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 Cricket Foundation 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 2011.
- Align the management of the England Women Coaching Ambassadors to the Cricket Foundation.
- Ensure CCB workforce plans provide opportunities for Chance to Shine coaches and teachers to develop personal skills.
- Provide whole school staff training to support the delivery of cricket during and after Chance to Shine sessions.
- Provide an enhanced provision for secondary school delivery with greater emphasis on hard-ball competition ("Chance to Compete").
- Ensure effective communication between CCBs, SSPs, coaches, schools, and clubs.
- Develop the CricEd resource to provide teachers with a new and exciting way to enrich curriculum delivery.

- Encourage all projects to have a launch event to raise awareness of Chance to Shine locally.
- Provide an efficient mechanism for project managers and teachers to share good practice.

Conclusion

As Chance to Shine completes its fifth year, the programme continues to be an overwhelming success, thanks to the support and enthusiasm provided by CCBs and Project Managers.

The programme has strengthened its delivery through the sustainability strategy and a stronger relationship with 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 improvement and take appropriate action to achieve success the following year.

Chance to Shine continues to exceed all expectations with the majority of projects performing well. The major challenge ahead, aside from funding, will be how best to support projects through the programme in a manner that encourages sustainability.

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

"Girls who have joined the local cricket club were quiet and reserved. They have become more confident and were prepared to join the club even though their close peers have not."

(Teacher, 2010)

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 continues to show that Chance to Shine's outcomes remain 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 3,354 schools engaged, 345,356 boys and girls participating, 29,255 structured matches played, and 9,400 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; achieving a more sustainable programme.

The Cricket Foundation is fully committed to providing greater support and training for coaches and teachers, 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 five years, 26,977 boys and girls have migrated to clubs thanks to the creative approach taken by club personnel. Project managers have organised specific events to encourage pupils to join their club. Examples of these include: open evenings, coaching camps and festivals during holidays for Chance to Shine pupils. Chance to Shine has recognised that creating more effective transition programmes is still needed.

Overall, the Chance to Shine programme has been extremely successful in delivering sustainable cricket opportunities to young people and schools who otherwise would have limited participation in the game, or in any organised competitive sport or physical activity.

"Chance to Shine has and continues to be a tremendous success. It is one of the most successful grassroots sports initiatives in this country that many other sports can learn lessons from."

Hugh Robertson MP, Minister for Sport and the Olympics (October 2010)

Special Projects

The Cricket Foundation have a number of special projects outside of the core Chance to Shine programme and StreetChance, collaborating with our partners to provide more opportunities for young people.

Army Camps

Building on the success of 2009, three Army super camps were delivered in 2010 in partnership with the British Army Recruiting Group. With camps in Birmingham, Blackburn, and Slough, the camps teach and encourage upper secondary age young people to learn about teamwork, communication 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, 850 boys and girls from secondary schools benefitted in 2010.

Hospital Schools

Working through delivery partner Capital Kids Cricket, Chance to Shine has continued to deliver a 36-week cricket programme at Great Ormond Street Hospital in London, and in January we launched a new project at Evelina Children's Hospital at St Thomas's Hospital in London.

The sessions, run by inspirational coaches Ray Tudor and Denise O'Neil, engage pupils aged five to 18 with a range of short and long-term health problems and profound and multiple learning difficulties in meaningful skills development. The sessions not only provide a welcome distraction from forthcoming or ongoing treatment but they also help boost confidence and self-esteem for children who can take part in activity they might not have expected to be able to whilst in hospital.

The hospital cricket sessions run in both the main school areas and on specialist wards, where activity is adapted to the environment so even bed-ridden patients get take part. Physiotherapy staff at the Evelina Hospital have heralded the impact of Chance to Shine on orthopaedic patients and used the sessions as a key element of their rehabilitation.

Case Study – Uzayr Haider, 6, from Kent, is awaiting a kidney transplant at Evelina after suffering chronic renal failure three years ago. Chance to Shine sessions in the dialysis ward of Evelina are something sport-mad Uzayr looks forward to every week. They help him to forget about his illness and being wired up to a machine and help him to look forward to in the future.

MCC Spirit of Cricket

The Cricket Foundation continued to embed the MCC's Spirit of Cricket message into the core Chance to Shine programme through the use of reward stickers and intra-school competition trophy. The programme helped pupils to develop a better understanding of team values and individual responsibility, and special 'Spirit of Cricket Champion' stickers were used to reward examples of good sportsmanship.

"Although I do like to win, the coach has taught us that you shouldn't get so wrapped up in winning that you don't enjoy playing. We have to think of everyone playing and not just ourselves."

(Pupil, 2010)

Project Managers felt that the emphasis on fair play needs to be continually reinforced as it introduces sportsmanship to children at an early age and as a result there have been notable improvements in pupils' behaviour.

"The 'Spirit of Cricket' is a fundamental component of all cricket and it is excellent that it is introduced to young cricketers."

(Project Manager, 2010).

Teachers that had MCC Spirit of Cricket sessions delivered at their schools commented on how valuable they considered this to be for pupils.

"Pupils are highly competitive and it reminded them that being competitive is fine as long as you are also a fair and competitive team player."

(Teacher, 2010)

Coaches considered the Spirit of Cricket programme to be a useful element of the Chance to Shine programme. Some highlighted that they found the concept of the programme excellent, but found it difficult to deliver to a large number of pupils.

"[It] adds to their enjoyment of cricket, because it teaches them to have respect for the game, themselves, their team mates, their opponents, the laws of the game and the umpires "

(Coach, 2010)

As part of the Cricket Foundation's partnership with the MCC, Spirit of Cricket summer camps were held throughout the summer holidays. 2010 was the biggest year yet for the camps with nearly 600 young people attending twelve camps across England and Wales. From Blackpool to Ben Rhydding and Ebbw Vale to Essex, children had the opportunity to learn new skills, play matches and make new friends at the two day camps. Children learnt about the key MCC Spirit of Cricket message to 'play hard, play fair' and prizes for good sportsmanship were handed out.

England women's cricketers and top county professionals such as Glen Chapple and Paul Franks joined in the fun, offering tips and expert coaching to youngsters.

Programme Management

StreetChance is managed by the Cricket Foundation (CF) in partnership with four other organisations: Barclays Spaces for Sports (BS4S); Cricket for Change (C4C), the Metropolitan Police Service (MPS) and Positive Futures (PF).

The programme is run on a day-to-day basis by a full-time Operations Manager from CF, working closely with the Director of Programmes and Development Managers at C4C, as well as their team of Development Coaches who build and deliver the community project on the ground with further local support from the MPS and PF.

BS4S provide significant support in a communications capacity, and CF and C4C rotate the chair of the communications sub-group involving representatives from each project partner. BS4S also contribute significantly to the monitoring and evaluation processes for StreetChance, lending expertise and bringing the benefits of the learning they have built up from working across a number of global community projects.

The strategic direction of the programme is agreed by representatives of all five organisations at a Steering Group, which meets quarterly and is chaired by the Operations Director from CF.

The qualitative and quantitative reporting is based on registers and written social impact reports submitted by all coaches to the Operations Manager on a monthly basis. The budget and spend is managed by the Operations Manager, with quarterly updates provided to steering group.

Integral to the delivery and success of StreetChance is the support of the four County Cricket Boards (CCBs) under whose remit the London boroughs fall: Essex, Kent, Middlesex and Surrey.

The roles and responsibilities of all project partners and CCBs within the programme are clearly outlined in a Memorandum of Understanding (MoU), ensuring sound governance and proper accountability.

Other delivery partners include; Capital Kids Cricket, London Tigers, ASG Sports and Southwark Community Games, with agreements based on MoUs between CF and each individual delivery partner.

The Programme

School Impact

One common theme from the school programme this year was the way that StreetChance has positively engaged pupils who were marginalised or considered lower achievers. This was acknowledged by the Loughborough University's Institute of Youth Sport (IYS), which praised the school programme for giving marginalised pupils the opportunity to excel in a unique sport, along with all of the physical, psychological and social benefits that this entails.

The report noted that several teachers described the introduction of a new sport as being beneficial to the confidence of pupils whose ability in other sports was lacking, and who were considered to be 'not sporty' by others' standards.

"Quite often with our lower ability students, they're already at a disadvantage going into the lessons with other sports like football, which the other students have played lots of. But cricket, especially in this area, it's a bit of a leveller because no-one's really done it before, so the more able students don't have that usual advantage and the others can come through."

(Teacher, 2010)

A teacher interviewed recognised this impact too, noting that the confidence that StreetChance sessions had helped to instil in some pupils could be seen in other aspects of their school life.

"These lads were probably of the lowest ability range, and through cricket they've gone from being very much below average to being the best, and that's been massively beneficial for their confidence. You can see that transferring to the other sports they do, and they've had recognition in assemblies and things like that. They've gained loads from it to be honest."

(Teacher, 2010)

This same impact has been particularly notable amongst girls, acknowledged by teachers in primary and secondary schools where StreetChance has delivered programmes.

"One of the girls, she's a very shy girl, gets picked on a bit, not at all sporty before, and this is something that she really excelled in, I'm very happy for her... she's really good and puts the others in the shade, she's really happy. She's really come into her own with cricket."

(Teacher, 2010)

Community Impact

Community sessions have continued to have a positive impact by engaging young people in areas affected by youth crime and anti-social behaviour, and the IYS highlighted two positive outcomes of particular success:

- developing mutual understanding and respect between teammates in groups of diverse young people;
- fostering meaningful relationships between coaches and young people in particularly difficult areas of London where youth crime is prevalent.

The positive relationships developed are best exemplified by one 14 year old community participant who told IYS “the coach is organised. He’s a friend. He pays more attention.”

Building on these successes, StreetChance has worked to reach more ‘at-risk’ young people on some of London’s toughest estates.

The programme at Priory Court Estate in Waltham Forest has been one example of the difference StreetChance can make in such a contained environment. One of the coaches working on the project grew up on the estate and explained to IYS: “there’s a big gang culture on the estate and young people might be getting attracted to violence and crime, so StreetChance is a good thing for them to be involved in since most of the time they get pushed away from society a bit.”

Much of the success of this particular project, which has had more than 60 boys and girls take part, has been built on the strong partnership built up with the Circle 33 Housing Trust Community Centre where sessions take place and the local Metropolitan Police Safer Neighbourhood Team.

The Safer Neighbourhood Team stated that the project provided an effective diversionary activity on the estate after getting involved.

“From the first day I got in touch with StreetChance I’ve been impressed. The coaches are a credit to the programme. They’re making our job a lot easier.”
(PC Mike Dignam, 2010)

As well as having two regular police officers assigned to each session, Priory Court hosted one of the first StreetChance ‘Peace at the Crease’ events, where a team of six local officers come to the session and played in a Street20 tournament against teams of young people, giving more officers a chance to engage with the young people and giving participants a chance to discuss local issues with police.

The Community Development Partnership Manager based at the Circle 33 community centre has seen the project play not just a vital role in engaging young people, but through active police engagement at weekly sessions she has observed how the local police have become a welcome part of the community where previously they were viewed with suspicion and even hostility:

“I never thought I would see police here in uniform, but since StreetChance began we have uniformed police here every day, talking to the kids and playing football and other ball games on the court. Everyone sees them around and sees them as part of the community now, which makes adults feel safer as well as kids.”

(Gulsun Faik, Circle 33 Housing Trust Community Development Partnership Manager, 2010)

Participants have appreciated the chance to build a more positive relationship with police, telling IYS: "it's better than seeing them on the streets. . . you get a chance to talk to them."

Since StreetChance started a reduction of petty instances of anti-social behaviour has been reported. It has also helped to bond the children living in the area, and that they now have greater pride in their community.

Competition

Inter-borough Street20 competitions continue to be an integral part of the programme, both as an incentive for continued participation at weekly sessions and as a way of building participants' experiences of different parts of London and people from different backgrounds.

"some of these kids have never even been on the London Underground, and they live half a mile from it ... They've never seen Big Ben, and that's only ten miles away... StreetChance has opened up their experience and shown them what else is out there."

(Coach, 2010)

Participants acknowledged how competitions were broadening their horizons, commenting on how StreetChance helped change perceptions of those from other boroughs.

"I know boys from the other estate who are just like us, you know, they're not that bad."

"We've been learning to get on with people, like people we've seen but we don't really talk to, off the estate."

"You get confidence, talking to people from other boroughs."

(Participants, 2010)

The competitions provide an incentive for young people and a chance to test their skills against teams from different boroughs and learn to deal with winning and losing in the right way.

Aside from the benefits of competition, the simple act of travelling to other communities and engaging with young people from different parts of London helps broaden young people's perceptions and scope for learning, ensuring competitions remain both fun and constructive.

"Before StreetChance I didn't really think much of people from other postcodes or boroughs, I didn't care about them! But after going to the comps and hanging out with boys from Tottenham, Hackney and Plaistow I have just seen they are just like me! They all love cricket just like me and I don't have an issue with getting

the tube anymore to go hang out with them. I can now say I have friends all over East London thanks to StreetChance"

(Participant, 2010)

Coaching Apprenticeship

The StreetChance Coaching Apprenticeship for young people aged 16 to 25 continues to have a positive impact on the project, with three former apprentice coaches now working as full-time cricket coaches, delivering their own StreetChance project. A further six are in part-time employment as assistant coaches at community sessions or delivering in primary and secondary schools.

The apprentices are locally identified enabling them to act as positive role models. Their similar backgrounds and age make them easy for participants to relate to. The apprentices have developed a strong rapport with the youngsters involved in the programme, which has been recognised as integral to its success.

"He's just a normal lad, he's on our level, he always talks to you on your level. When he talks to the young ones he talks like one of them, and like one of us to us."

(Participant, 2010)

The 2010 cohort undertaking coaching qualifications and development workshops have been involved in the programme since 2008 when they were participants themselves. Some have already completed work experience with StreetChance coaches through their school, and have been looking forward to reaching the age when they could train as apprentice coaches, helping to deliver to the next generation.

"It's given me another opportunity, the apprentice scheme; I could get a job at the end of it. Playing cricket's fun, but showing people when you're older how to play it is brilliant."

(Apprentice, 2010)

Young Ambassadors

StreetChance has continued to show a commitment to developing young leaders from the programme with the establishment of a Young Ambassadors Steering Group. This is made up of 16 young people from different boroughs who have been regular attendees on the programme.

Meetings are held at the office buildings of the project partners on a quarterly basis, with the first three meetings having taken place in Barclays offices in Canary Wharf; Lord's Cricket Ground; and the Metropolitan Police's Empress State Building in West Brompton.

Each meeting follows a business-like format with an agenda circulated in advance and minutes and actions noted and circulated after the meeting. This gives them a responsibility to the programme and to their peers, with actions to be undertaken between meetings and reported back on at the following meeting.

Some of the changes made to the programme as a direct result of the Young Ambassadors include:

- team t-shirts with names on the back and team nicknames for those who have been regular attendees at sessions and competitions;
- new league format of competitions, with points carrying over the course of three summer competitions for an outdoor league and three winter competitions for an indoor league;
- new scorecard to capture personal statistics from the competitions;
- ensure league format was not solely based on performance and ability, with points awarded for attendance and minus points for poor behaviour such as arguing with umpires' decisions or with opposition players.

In terms of personal development and shaping the community programme, the Young Ambassadors Group had had a positive impact since its introduction and will continue to support both the programme and the participants moving forwards.

Operational Expenditure

Cricket for Change deliver the majority of community programmes, with a small number delivered by coaches from Capital Kids Cricket.

For community session the coaching fee is £25 per hour for UKCC Level 2 coaches plus £10 per hour for an assistant. The payments are often drawn from the StreetChance Coaching Apprenticeship to support coaching education once apprentices have qualified as UKCC1 coaches and are working towards their UKCC2 qualification.

The fee reflects the additional training related to youth work and conflict resolution, something that is essential given the difficult working environments of the inner-city areas and some of the more difficult young people they come into contact with.

As well as two hours of cricket delivery at community sessions, coaches are paid for one hour of 'outreach work', which is an extra hour of non-cricket contact time with young people. This session provides an opportunity to build rapport and discuss local issues facing young people in their community; either on a group or individual basis where appropriate.

All community coaches are also paid for one hour per week 'development' time per project, enabling them to research and meet with local organisations who might be able to support the project. It may be that these organisations can help by referring youngsters into the project and promoting the session; providing a positive outlet for youngsters with particular interests; or by providing a service for youngsters to deal with a specific issue.

For the school programme, a fee of £20 per hour is paid for delivery in secondary schools and Pupil Referral Units (PRUs), reflecting again the sometimes difficult nature of pupils and large class sizes in many inner-city schools. Delivery in primary schools is paid at the standard Chance to Shine rate of £16.20 per hour.

Future Actions

The following development areas have been identified. Before the start of the 2011 programme, we will endeavour to:

- Continue to work in state secondary schools and focus particularly on working with marginalised groups and pupils within schools, including increased delivery in Pupil Referral Units;
- Continue to work in neutral venues across 15 London boroughs affected by youth crime and anti-social behaviour, and to explore the possibility of working in a further five London boroughs from April 2011;
- Increase police engagement to ensure regular local engagement at sessions and to run 'Peace at the Crease' events at every project at least once per year;
- Increase delivery focused on hard-to-reach and 'at-risk' young people, including extra police-led estate-based projects from April 2011;
- Develop further girls only community projects from April 2011 following a successful pilot project in Sutton since April 2011 – this will offer the added benefits of inter-borough competitions outlined above to more girls within the project;
- Continue to develop young leaders, not just from the apprenticeship but also through the delivery of ECB Young Leaders projects in each StreetChance borough to build a pool of young leaders who could go on to become Young Ambassadors or Apprentices;
- Continue the development of StreetChance Volunteers, including offering coaching apprenticeship opportunities to volunteers who have undertaken UKCC1 courses as part of their volunteer training.
- Work to build on pilot StreetChance projects in Birmingham and Dewsbury which started in April 2010, developing a consistent inner-city model to deliver StreetChance and associated positive outcomes to cities across England and Wales.

Conclusion

StreetChance has gone from strength to strength in its second full year of operations. The schools programme has engaged thousands of young people playing cricket in schools where they had previously not been exposed to the game.

Research from the Institute of Youth Sport and direct feedback from teachers has shown that the programme has had particular success in engaging young people who may have been marginalised and not fully involved in physical education before.

The community programme has had some notable achievements in terms of social impact, working with young people in areas of London where youth crime and anti-social behaviour is prevalent.

Delivered year-round, the community programme received recognition for the strong, positive relationships developed between coaches and young people and for providing an opportunity for police to break down barriers between themselves and young people.

Through increased police engagement, StreetChance has been able to target more effectively areas where youth crime is a problem and the new estates-based projects have helped engage 'at-risk' young people in a positive way, with benefits not just apparent for young people but also the surrounding community.

Competition, in the form of inter-borough Street20 competitions every school holiday, remains an important aspect of the programme and acts as an incentive for continued attendance. Taking young people out of their own communities and giving them a chance to meet young people from different backgrounds is an added benefit. Healthy competition also helps young people learn to win and lose in the right way..

Personal development of young leaders is an integral part of StreetChance. The Young Ambassadors Group has given young people a degree of ownership over the project, as well as contributing to the development of the young people themselves.

The Coaching Apprenticeship has offered young people the most formal learning process, with broad training and work experience leading to paid employment for many young people aged 16-25 as coaches for StreetChance.

The last year has seen much of the good work of the first year continue and evolve, with new aspects of the programme developing to add value and impact across London where the programme currently operates.

The school programme continues to reach out to marginalised children; the community programme continues to engage young people outside of school in a

positive way; and StreetChance remains committed to the development of young leaders to ensure the excellent progress made so far can continue long into the future.

Steve Peyman
Director of Operations
The Cricket Foundation

Appendix 1: **Glossary of Abbreviations**

BS4S	Barclays Spaces for Sport
CAs	Coaching Ambassadors
CCB	County Cricket Board
CCBIPP	County Cricket Board Improvement Planning Process
CDM	Cricket Development Manager
CF	Cricket Foundation
CSC	Community Sports Coach
C4C	Cricket for Change
ECB	England & Wales Cricket Board
IYS	Institute of Youth Sport
KPI	Key Performance Indicator
MoU	Memorandum of Understanding
MPS	Metropolitan Police Service
NTP	Non Turf Pitch
PDM	Partnership Development Manager
PF	Positive Futures
PGMs	Playground Markings
PPA	Planning Preparation Assessment
PRU	Pupil Referral Unit
SSP	School Sport Partnerships

Appendix 2: **Chance to Shine End of Year 5 statistical data**

Key Performance Indicator	2010	%
Schools Activity:		
No. of curriculum sessions delivered	39264	74
No. of curriculum hours delivered	57139	80
No. of extra-curricular sessions delivered	13567	26
No. of extra-curricular hours delivered	14560	20
Total sessions delivered	52831	
Total hours delivered	71699	
Assembly Visits	279	
Club Activity:		
Introductory Sessions (hours)	1943	26
New Club Activity (hours)	5665	74
Total	7608	
Participation:		
No. of NEW boys participating	189545	55
No. of NEW girls participating	155811	45
Total	345356	
BME		12
Special Educational Needs		5
Matches Played:		
Intra School:		
No. of Kwik cricket matches played	11450	88
No. of Inter-cricket matches played	1355	10
No. of hard ball matches played	213	2
Total	13018	
Inter School:		
No. of Kwik cricket matches played	13812	85
No. of Inter-cricket matches played	2174	13
No. of hard ball matches played	251	2
Total	16237	
Total matches played	29255	
New Club Members:		
Total number of boys	6698	71
Total number of girls	2702	29
Total	9400	
% continuing association with club from previous year		66



Chance to Shine evaluation

Pupil(s) Case Studies

Hayley Musson

Dr Ruth Jeanes

Institute of Youth Sport

School of Sport, Exercise and Health Sciences

Loughborough University

September 2010



Chance to Shine evaluation

Table of Contents

	<u>Page</u>
1.0 Executive Summary	3
2.0 Pupil(s) Case Studies	5
Case Study One Development of leadership through Chance to Shine	5
Case Study Two Cricket and the engagement of disaffected boys	8
Case Study Three Selection of examples of the benefits of Chance to Shine	12
Case study Four Development of sportsmanship and cooperation through Chance to Shine	17
Case Study Five Skill acquisition in a special school	21
Case Study Six Increased opportunities to play cricket through Chance to Shine	25
Case Study Seven Development of girls' participation at cricket clubs as a consequence of Chance to Shine	28
Case Study Eight Overcoming pupils' physical inactivity through their involvement in Chance to Shine	34
Case Study Nine & Ten Progression of cricket skills through Chance to Shine	38
3.0 Teacher examples of the benefits of Chance to Shine for pupils	43
4.0 Coach examples of the benefits of Chance to Shine for pupils	46

Chance to Shine evaluation

Pupil(s) Case Studies

Executive Summary

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 2010 the objectives of the evaluation continue to be focused around assessing the impact of Chance to Shine on clubs, teachers, pupils and cricket development. This report addresses the impact of Chance to Shine on pupils who have been engaged with the programme. 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. This year, ten pupil case studies with a range of characteristics and a wide geographical spread around England were visited. Within each case study, interviews and focus groups were undertaken with the pupils that teachers and project managers identified the Chance to Shine programme having a significant impact upon*. In addition, where this was possible, interviews were conducted with project managers and teachers.

The pupil case study visits resulted in a number of key findings:

Chance to Shine has:

- been instrumental in helping and inspiring young people to develop as young leaders and coaches.
- provided a positive outlet for disengaged and 'challenging' pupils to channel their energies.
- had a positive impact upon primary pupils' behaviour in lessons.

- increased interest in cricket from pupils that are typically less active and those of lower sporting ability who are often marginalised in other sports.
- given young people the opportunity to compete and become involved in tournaments and competitions. Pupils highlighted that competitions are an element of Chance to Shine that they particularly enjoy.
- had a beneficial impact upon pupils' sportsmanship and fair play.
- enhanced pupils' cricket skills and performance, and raised the profile of cricket among young people.
- increased pupils' determination to improve, enhanced motivation.
- helped pupils develop friendships often across school year and class groups through their involvement in Chance to Shine.
- developed pupils' interpersonal and social skills.
- helped to increase confidence to become more active in children who believe that they are not 'sporty'.
- provided effective coach role models for young people, particularly for primary age boys. Pupils have been inspired by coaches to achieve highly and to raise aspirations.
- provided coaches skilled at supporting less able pupils without highlighting their lower skill levels to the rest of the group. The coaches are extremely adept at involving all young people in their sessions.
- increased girls' involvement in cricket. As a result, structured girls sections are being established at cricket clubs.
- had a beneficial impact upon young people with disabilities.

Case Study One

Development of leadership through Chance to Shine

Scott Davies first became involved in the Chance to Shine programme as a Year 10 pupil at his local secondary school. Prior to the introduction of Chance to Shine cricket had a relatively low profile at Scott's school. The school played in occasional cricket matches but there was no school team and the majority of his friends were uninterested in playing cricket. Despite this, Scott had a keen interest in cricket as his father coached at Stevenage Cricket Club and had encouraged him to join the club as a junior. Scott regularly attended the club, and from the age of 13 Scott began helping his father coach the junior cricket teams.

The introduction of Chance to Shine at Scott's school coincided with the appointment of a new PE teacher who was also a cricketer, and Scott felt this encouraged a big resurgence of interest in cricket at the school. Cricket was introduced as part of the curriculum in all year groups and a number of school teams were developed. In addition, the PE teacher joined Stevenage Cricket Club which helped develop more robust links between the school and the club. Although Scott already played cricket, he really enjoyed having the Chance to Shine coach attend his school and found it beneficial having someone qualified delivering cricket sessions. The introduction of the Chance to Shine programme generated a great deal of enthusiasm in cricket amongst Scott's friends many of who had previously been uninterested in cricket. A number of his friends have now progressed to join the local cricket club.

As a result of Scott's passion for cricket he developed a keen interest in coaching. The Chance to Shine coach helped Scott to identify that he could undertake cricket and sports coaching as a career and encouraged him to begin his Community Sports Leader award and Level 1 cricket coaching qualification. After completing Year 12 at school, Scott was invited by Stevenage Cricket Club's current Chance to Shine coach to assist with delivering sessions in schools, he then gradually took over full delivery of the programme after finishing school. Scott progressed to coaching cricket in a range of different schools including sessions in special schools and pupil referral units in addition to mainstream schools.

Recently Scott returned to his old primary school and secondary school to deliver Chance to Shine sessions. Scott highlighted that when he returned to his primary school he was amazed at the improvement in the skills of the children since the introduction of Chance to Shine. Scott talked to his old teacher about how little physical activity he had taken part in when he was there and she agreed that the activities were limited with rounders being the only striking and fielding game they played. The development of programmes such as Chance to Shine have helped to diversify what schools offer in the curriculum, helping to ensure children develop appropriate physical literacy from a young age.

For Scott, his involvement in the Chance to Shine programme had given him valuable experience in developing his coaching skills. He discussed the different types of young people he had learnt to work with, how to adapt sessions to work with large numbers of young people, how to be inclusive and how to communicate and develop a rapport with different sorts of children of varying abilities. Scott felt that one of his main achievements was encouraging pupils from a pupil referral unit to successfully take part in a cricket tournament with other schools; something that teachers at the school would have not previously attempted. He felt being young he was able to relate to young people and they really looked up to him as a role model and were enthused by him. This gave Scott a great deal of personal pride and satisfaction.

Furthermore, Scott commented how the opportunity to work on Chance to Shine had given him a step up ahead of other coaches his age. He is currently studying Sports Science and Coaching at Bedfordshire University which he was inspired to do through his experiences of coaching as part of Chance to Shine. As Scott commented:

“Yes, most of the people on my course have done coaching but usually just at their local club. There are not many who have had the range of experience I’ve got” (Scott).

Scott felt his involvement in Chance to Shine had helped him understand the theoretical principles of coaching which are key elements of his university course. In addition, Scott felt that his coaching would help to put him ahead in the job market in the future. His coaching experiences in schools have encouraged him to think about

becoming a PE teacher and he intends to pursue a PGCE (Post Graduate Certificate of Education) at the completion of his course. Again he felt that with competition being strong to obtain a place on courses such as this, the knowledge he had acquired through his involvement in coaching would make him stand out in comparison to other applicants. He also felt the work he'd undertaken in schools as part of Chance to Shine had been useful for establishing contacts and he was able to seek advice from teachers in relation to his PGCE course if this was needed. Furthermore, his current sports science course requires practical delivery and the contacts he has developed through Chance to Shine coaching would be useful for assisting and providing placement opportunities.

In terms of personal benefit Scott felt that in addition to improving his coaching skills delivering Chance to Shine had helped develop his interpersonal skills, communication and general confidence. For example, Scott found working in a special school particularly rewarding, helping him to develop his own communication skills as well as his coaching ability. Scott discussed being nervous about working in schools initially, particularly working with his old teachers and this was something that he had to overcome. He emphasised that he now feels confident in his own abilities to effectively communicate within the work environment.

"I was a bit nervous about it really and being young what they would think of me, but they were really good and joined in and got involved and I was able to advise them and they listened to me which was really good" (Scott).

Overall, Scott considered Chance to Shine to be an excellent programme that has been instrumental in helping him develop as a coach but had also given him valuable experience which he felt would be advantageous in his future career. Scott is seen as a positive role model at Stevenage Cricket Club and he is committed to giving something back to young people in his local area. He hopes that being a young person and delivering large amounts of cricket coaching he can inspire children in schools and youngsters at clubs to play cricket and also to consider coaching, volunteering and providing help and support at their local cricket clubs.

Case Study Two

Cricket and the engagement of disaffected boys

Dale Community Primary school is located in a deprived region of the East Midlands. The school serves an area that scores highly on indices of multiple deprivations, in particular in terms of health, income, employment, education and crime. Twenty percent of the pupils are known to be eligible for free school meals. The number of pupils coming from homes where English is not the first language is in the top 2% nationally. The teacher described the school as being “99% Asian”.

Dale Community Primary is in its second year of involvement in the Chance to Shine programme. The school was involved for eight weeks in 2009 where they replaced a school that dropped out of the programme and have had full involvement this year. As the teacher explained, *“It’s better this year than last year, we have had more information, the coach has a better relationship with the kids now as he is used to how we work at this school”* (Teacher). Cricket is a dominant sport at the school, being an important part of many of the pupils’ culture. The young people described playing cricket with their parents and being taken to watch International cricket matches. In addition, the teacher at the school has a keen interest in cricket and has been delivering cricket for the last 30 years.

This year the Year 4 pupils at the school were given the opportunity to get involved in the Chance to Shine programme. The coaching was initially offered to the children that were more able in PE and had experience of playing cricket. The sessions were almost exclusively attended by boys, however three girls attended. Two of these girls currently play at the local cricket club. Of the boys that attended the sessions approximately half of the boys regularly displayed poor behaviour at school. Over the twelve weeks of coaching the Chance to Shine programme has benefited pupils by providing a positive outlet for disengaged and ‘challenging’ pupils to channel their energies. For example, one boy who caused ‘problems’ at school attended the Chance to Shine sessions and as a result his behaviour improved and was *“no longer an issue, particularly within PE lessons”* (Teacher). The teacher described how he enjoyed the Chance to Shine sessions and how Chance to Shine had helped

reignite the boy's interest in school. In addition, a number of other challenging pupils showed a desire to improve in cricket and were keen to demonstrate to other pupils what they had learnt. The teacher explained that the pupils' enthusiasm for cricket was thought to be due to the pupils' increased self esteem and confidence developed through Chance to Shine.

"The kids really look forward to it (Chance to Shine) so they daren't put a foot out of line because they know they won't be doing it otherwise, and it makes them think twice as they don't want to miss it" (Teacher).

The pupils have responded well to the direction they received from the coach particularly as he is someone from outside the school which has added to the status of Chance to Shine for the pupils. The coach acted as role model for a number of the boys and they respected his knowledge and expertise in cricket. The current coach plays in the local cricket league and when he attends Chance to Shine sessions he wears the county cricket tracksuit *"so the children look up to him in a different way, these aren't teachers, they are people that can play cricket and they listen when he tells them how to do things"* (Teacher). Since the schools involvement in Chance to Shine, respect has been shown to be increasingly displayed to teachers by the pupils during PE lessons. Pupils have been more responsive and generally less disruptive. Encouragingly the teacher also believes that the Chance to Shine coaching sessions has had a wider impact on behaviour.

As the teacher explained:

"Behaviour has got better through the sessions, it gradually improved over the 12 weeks of coaching and we have had far less problems at playtimes when they are playing cricket. There seem to be a lot more self discipline there, even to the extent where some children are helping other children and explaining to them how to hold a ball etc" (Teacher)

"Enjoyment has been brilliant and the kids can't wait for Wednesdays to come, they are always the quickest to get changed to get out there and play" (Teacher)

Through the Chance to Shine coaching the pupils have gained in confidence in their ability to play cricket and there has been an improved standard in interschool competitions. Notably, the pupils entered the ASDA National Kwik cricket competition, where the pupils became County champions for 2010. Last year the school won the county and a regional cricket competition but were beaten in the final of the nationals. Two of the younger boys from Year 4 who receive the Chance to Shine coaching in curricular time have developed their skills to the extent that they have represented the school in a Year 6 festival competing against older pupils.

“The skill levels should go up as they have got 12 weeks of coaching with a qualified cricket coach, but the skills of independence and self discipline have gone up as well. They also get on far better with each other. They now understand more about getting on with the team rather than thinking about just themselves!” (Teacher)

As a result of the success of Chance to Shine at the school the coach stays on after school to coach the older children in Years 5 and 6. Cricket has become so popular the school has two cricket teams which are predominantly made up of Year 5 and 6 children. Forty pupils regularly attend the after school club. The teacher emphasised that as a consequence of the interest in playing cricket at the school, the school has created a mini cricket league at lunchtimes so the Year 4s who have had the Chance to Shine coaching are given the opportunity to compete. The school is limited to putting two teams into competitions; however has more pupils than for two teams who would like to play competitively. This is one area of Chance to Shine that the teacher highlighted could be improved in the future, more competitive games against other schools involved with Chance to Shine. *“It would be nice for them (pupils) to be competitive against people that they don’t know”* (Teacher).

Encouragingly, three Year 4 girls who attended the *Chance to Shine* coaching sessions have all recently represented the school in a Year 5 and 6 tournaments. *“The younger girls ended up organising the older girls because they had had the regular coaching and understood the actual game and not just the skills to it. There are lots of benefits of the younger girl’s involvement in Chance to Shine all the way*

round really” (Teacher). These three girls were introduced to the local cricket club by the teacher where they now all regularly attend.

In addition to benefitting the pupils disengaged with school, there has been a marked increase in frequency of participation in cricket at the school since *Chance to Shine* was introduced. This has been evident amongst both the physically active and inactive pupils. As the teacher commented, *“cricket doesn’t have to be super active, you are not always active all the time. Your brain is as you have to watch the ball and you have to learn about the positions. The children learn to play in areas so one child doesn’t dominate it and so lots of the pupils even the less fit ones have become involved”* (Teacher). Furthermore, as a result of *Chance to Shine* the teacher believes that participation in cricket has increased outside of school. The teacher explained, *“we have good local parks and the kids have started to borrow bats from school for the weekends or after school to do more, which they never did before we started the cricket coaching at the school”* (Teacher).

Although many of the pupils had a keen interest in cricket prior to *Chance to Shine*, many did not play regularly. The *Chance to Shine* coaching has helped to motivate the pupils and raised participation opportunities, in addition to raising the profile of cricket amongst the pupils.

As the teacher noted:

“the infants see what is happening and they want the bats out as well, it has begun quite a big thing at the school” (Teacher).

Case Study Three

Selection of examples of the benefits of Chance to Shine

Case study three focuses upon a group of pupils from St. Luke's Primary School in Staffordshire. The school is in its third year of involvement in Chance to Shine. The programme is being delivered at the school to pupils in Years 5 and 6. St Luke's has a background in delivering cricket sessions prior to Chance to Shine, however since the introduction of the programme the teacher highlighted that there has been a noticeable improvement in the number of pupils that have become involved in cricket, and it has been evident that children of varying abilities have been keen to participate. In particular there has been an increased interest from pupils that are typically less 'sporty', and lower ability pupils who are often marginalised in other sports.

As the teacher explained:

"Cricket wasn't a new sport to the school but what Chance to Shine has brought is the opportunity for whole of key stage two to become involved. Chance to Shine has definitely made cricket stronger at the school as it has been able to offer more pupils the opportunity to give it a go!" (Teacher)

Prior to the Chance to Shine programme football was the dominant sport at the school with the majority of the pupils being introduced and playing football from a very young age. Chance to Shine has been particularly popular at this school with pupils who are less interested in football and for those pupils who have been unsuccessful in making the school football squads and teams.

"The children who don't see themselves as sporty have had a chance to get involved and make the school team" (Teacher).

At the school, twenty two pupils regularly attend the after school club from Years 5 and 6. Due to the popularity of the Year 5 and 6 cricket club, a specific club for Years 3 and 4 has been established at the school. Many of the young people who attend this club have been inspired by watching the Chance to Shine coaching with the

older children and are eager to get involved when they reach year 5. Encouragingly five pupils from the school who have been involved in Chance to Shine have gone onto attend the local cricket club.

One of the key elements of the Chance to Shine programme that has been valuable for the young people has been the opportunity for the pupils to compete and get involved in tournaments and competitions. Many of the young people playing for the school in cricket competitions are pupils who have not previously represented the school in other sports. Chance to Shine has given these pupils' the opportunity of a competitive experience; which the teachers at the school felt they would have been unable to offer prior to the introduction of the programme. The main reason for this is due to the teachers feeling they do not have the skills or expertise to deliver the level of cricket coaching that the pupils have received through Chance to Shine. The Chance to Shine coaching has given the young people the confidence to want to compete and play against other schools.

“when you pick them up in year five, the sporty boys for example are use to being really good at football and they come to play cricket for the first time and they find it difficult and this often puts them off playing. This has given the boys who aren't quite as sporty the chance to play and compete, and their skills have developed through the Chance to Shine coaching and they have found consequently that they have developed as good players” (Teacher).

Encouragingly the teacher emphasised that once the pupils join the after school cricket delivered by the Chance to Shine coach there has been an extremely low dropout rate. Over the three years Chance to Shine has been running at the school there have been two different coaches and they have *“both been great and have kept the pupils wanting to attend sessions”* (Teacher). The teacher described the coaches as being *“punctional, professional, dressed in Chance to Shine kit and accommodating if changes needed to be made to the timetable”* (Teacher). The teacher explained how the Chance to Shine coaching has increased the pupil's self esteem and has given them the confidence to try other sports as well as cricket. This has led to an increase in the number of pupils playing sports at the school and has had a beneficial impact on their fitness levels as they are now generally more active.

Within the school Chance to Shine has had a noticeable impact on three boys in particular.

Pupil A is 9 years old. He has only been attending school for two years as he has been in care and began attending school after the statutory schooling age. He became involved in Chance to Shine at the start of this year. He initially heard about Chance to Shine as a letter was sent out by the school and it was something that appealed to him. He is a very shy and quiet boy and finds it very difficult to “mix in” with the other children. He has difficulty becoming involved in new activities as he lacks confidence and self esteem. Being involved with other young people was something that he had not experienced very often prior to attending school two years ago. Over the course of the Chance to Shine coaching sessions he has gradually gained more confidence and is now happy to go along to the coaching sessions and participate. As explained by his teacher:

“It has taken a lot for him to start joining things. He has gradually got more and more confident, and he has joined the cricket which I think is a massive thing to do. I think that is a combination between the confidence he has got from working academically in a small group and that he has taken that into cricket. I think he feels that he wouldn’t do football or anything like that because he would be too nervous of doing it” (Teacher).

The pupil spoke about his enjoyment of cricket:

“I like hitting the ball, I’ve got better, he (the coach) has shown me how to do it” (Pupil).

Pupil A has developed a relationship with the coach, and the coach has been able to gain his trust which helped to alleviate any concerns he had regarding participation. This boy was then able to challenge himself and gain confidence. Although he isn’t an outstanding player he overcame a huge barrier by becoming involved in cricket. Improvements in his self confidence, both in the sport setting and in school generally were noted by his teachers. The pupil also described how he has met new people at the school through his involvement with Chance to Shine and now has formed new friendships with other pupils in other year groups.

Pupil B is 11 years old and is currently in Year 6. Prior to his involvement in the Chance to Shine programme he rarely participated in any sport or physical activity. He avoided PE as his past experiences had been negative predominantly because he struggled with his body weight and was self-conscious of his body image. He began playing cricket through the Chance to Shine programme where he immediately became interested due to its inclusive nature. As the teacher explained:

“He has a bit of a weight issue and this has been the sport that interested him and he has kept going at for three years and he now plays at the local cricket club. That has been a massive benefit for him. Hopefully he will keep playing cricket, and I think that without Chance to Shine he wouldn’t have done any sport at all, it has made a massive difference” (Teacher)

The Chance to Shine programme has developed and enhanced his interest in cricket. As the pupil remarked:

“I enjoy the batting. It’s been really good. I want to earn some more medals. Last year at the local competition we won and I want to do that again” (Pupil).

Pupil B now plays for the local cricket club where he attends once or twice a week for a two-hour cricket session. He described how he enjoys the coaching but also the competitions, and he now regularly takes part in the competitive school matches. He described how his confidence has increased since starting the Chance to Shine coaching and this has been instrumental in his continued participation and involvement in cricket. He explained how the coaches have helped him to develop his cricketing ability, for example developing particular skills, such as spin bowling.

Pupil C is aged 11 and dyslexic. He gets very frustrated when he is unable to master skills immediately and as a result can become very angry. He started playing cricket last year where he was made captain of the team. This was a massive boost for him and he has continued playing cricket this year. His teacher explained how he would not have become involved in cricket if it had not been for the Chance to Shine programme. Prior to the programme the school was not able to offer proper cricket coaching and consequently he was getting disheartened being unable to learn new

skills straight away. Pupil C also has poor concentration and by having an outside coach who knows how to deliver cricket and constantly introduces new activities, this has helped to stimulate and maintain his interest in cricket. As the teacher explained:

“The Chance to Shine coaches knows how to coach cricket properly. Cricket is the only sport he plays and the only after school club he attends. He has enjoyed it a lot” (Teacher).

Case Study Four

The development of sportsmanship and co-operation through cricket

Case Study four focuses upon a group of pupils at a school that has been involved with the Chance to Shine programme for three years. Since the programme was introduced at the school in 2007, there has been a noticeable improvement in the pupils' social skills. In addition, the pupils at this school have responded well to the MCC Spirit of Cricket messages in Chance to Shine sessions and this has helped to shape the moral character of the pupils through their learning of sportsmanship and fair play.

The pupils received the Chance to Shine coaching in curricular time and through the sessions the pupils have learnt the basics of sportsmanship from the Chance to Shine coach. As explained by the teacher *“They (the pupils) have gradually come to understand that the real winners in sports are those who know how to persevere and to behave with dignity, whether they win or lose a game”* (Teacher).

The teacher considers this to be an important life skill, as she explains:

“The pupils that learn to behave in a sportsmanship way are likely to carry the respect and appreciation of other people into every other aspect of life” (Teacher).

One pupil commented:

“I always used to like to win, but it doesn't matter so much now. When I used to lose, I used to get in a strop” (Year 6 pupil)

This year throughout the Chance to Shine coaching sessions and competitions the pupils have learnt to respect other teammates, opponents, teachers, officials and coaches. In addition, the pupils have started acknowledging good play by others. Prior to the introduction of Chance to Shine, the teacher highlighted that a couple of the pupils had been extremely disappointed by losing sporting events and on a couple of occasions the pupils acted impulsively by getting angry and frustrated towards the winning team.

As one of the pupils stated:

"I get really worked up if I don't win" (Pupil)

Through Chance to Shine the pupils have learnt the importance of maintaining their self control. For example, a pupil highlighted that during one Chance to Shine session the coach had made them enact what would happen if a pupil gets angry and argues with the umpire when he/she is given out. The pupils were then asked to suggest ways to resolve the situation. Last year there had been an incident at the school where a couple of the pupils had tried to cheat in an intra school cricket match. Focus group discussions revealed that the activities delivered through Chance to Shine had helped the pupils realise that cheating is unacceptable and they now have more respect for the rules, teachers, umpires and their decisions.

Furthermore, the teacher highlighted that since Chance to Shine has been introduced at the school the attitude of two male pupils in particular has changed. The boys are now far more controlled in how they react and have better coping skills. The teacher commented, *"they still want to win but seem more mature now when they don't win! I think the respect that they have for the coach has helped as they have listened to what he has to say and what he has taught them about winning and losing"* (Teacher). As part of the Chance to Shine programme the coach runs a cricket session where every member of the team plays for a set number of innings. It was noted that there have been less *"grumbings"* from the pupils when the lower ability pupils have their turn. The pupils have learnt to take turns which is a valuable skill. The game of cricket has set roles and a clear structure and as explained by the teacher, *"they know what they need to do and when it's their turn to bat, bowl or field so they don't argue about who should be doing what"* (Teacher).

It was also noted by the teacher that since attending the *Chance to Shine* coaching sessions the pupils are more supportive of each other. In a recent cricket tournament the pupils were all encouraging each other and clapping and cheering when their team did well. Cooperation between the pupils has improved and they have learnt to work as part of a team as one pupil explained:

"I use to like doing swimming as you do it by yourself so it doesn't matter if you mess up because then it's your fault. When I play

football and cricket and stuff like that it depends on how everyone in the team does. I like cricket more now because we are a good team and we play well together” (Year 6 pupil).

The young people at the school emphasised that the programme has encouraged them to work with different peer groups which has enabled new friendships to develop.

“at the after school cricket club I have met people from the other class who I don’t usually get to play with” (Year 6 pupil)

The teacher explained how the Chance to Shine coach’s strong leadership style has been instrumental in helping to promote fair play to the pupils and he has demanded courtesy, respect, and consideration throughout his sessions. In addition, the coach offered praise about performance and encouragement to all the young people, which was extremely effective in making all the pupils feel involved.

The teacher discussed the value of the cricket tournaments and festivals in further developing the young people’s attitudes to cricket. In particular the teacher was very impressed when the pupils shook the other teams hand at the end of a cricket tournament without any prompting from any teachers or members of staff. In addition, when the pupils made the county cricket finals they congratulated the opposing team after losing a close and important game. One talented pupil for example accumulated a vast number of runs; he had previously lost his temper whilst playing in a football match, however during the cricket tournament he demonstrated sportsmanship as he didn’t get angry or upset with the rest of the team when they lost. He explained that through Chance to Shine he has learnt that *“winning isn’t everything” (Pupil).*

“Although I do like to win, the coach has taught us that you shouldn’t get so wrapped up in winning that you then don’t enjoy just playing cricket. We have to think of everyone playing and not just ourselves” (Year 6 Pupil).

As a result this has encouraged the teacher to enter the pupils into more cricket tournaments. The teacher felt that it is important that the pupils learn about winning and losing and how it feels to experience each. A couple of the pupils discussed

attending the local cricket club as they had enjoyed the cricket tournaments, however, they did not continue this as “*some of the people were a bit bigheaded and mouthy. I went there every time and I felt that they didn’t really let me do much and I couldn’t get into the team and it became pointless going*” (Year 6 Pupil). It was suggested by one of the pupils that having a session for new club players would be beneficial as the pupils wouldn’t feel as intimidated attending this. This highlights that effective transition programmes from school to some clubs are still needed.

Case Study Five

Skill Acquisition in a Special School

St. Andrew's school is a special school located in Derby. The pupils at the school all have statements of special educational needs and approx 14% of students have autism as their primary disability. The school was designated as a specialist special educational needs (SEN) school in September 2007.

The Chance to Shine programme was introduced at the school three years ago, where it has grown increasingly popular year after year. Coaching is offered as an option to the pupils and there has been a big demand to be involved. Approximately 20 pupils at the school are currently participating in Chance to Shine ranging from 15 to 18 years old. Cricket is a sport that the majority of the pupils first experienced through the programme. *"We didn't do a lot of cricket before Chance to Shine; it's a sport that very few of the pupils had taken part in"* (Teacher). Over the three years Chance to Shine has been running at the school it has had a substantial impact upon the pupils promoting their physical, emotional, and social well-being. The students have been provided with interesting and stimulating activities, which have helped to engage their interest in cricket and helped them to make outstanding progress.

The pupils highlighted a range of skills that they had learnt since becoming involved in Chance to Shine. For example, one of the pupils explained how the coach had taught them to have two hands on the cricket bat which had helped him to hit the ball further.

"we had to try to hit the ball under the tunnel which I really enjoyed"

(Pupil)

When fielding "we have to look at the ball and put your hand like this,

(pupil demonstrates) like you have a book" (Pupil)

Encouragingly one of the key benefits of Chance to Shine at the schools was that all the pupils felt that they had improved in their ability to play cricket, particularly their

batting skills. The pupils discussed how the coach had helped them to develop skills such as putting a spin on when bowling. As one pupil commented:

“the reason I have got better is because the coach taught me the spinner and the long barrier. The long barrier is when you have to bend down on one knee, so if that you don’t catch the ball you have got that one to stop it” (Pupil).

Young people with disabilities are more likely than other young people to be sedentary, placing them at higher risk of obesity and associated health conditions. Chance to Shine has helped the pupils at this school to be more mobile, and as the teacher explained this has had a beneficial impact upon their fitness.

“Their fitness has definitely increased; I could see that from watching them play in the match this morning. Their stamina has got better definitely. They still need to work on their stamina but this has helped and motivated them to continue participation” (Teacher).

The pupils described how they enjoy sport and like having the opportunity to get involved *“I think I prefer sports rather than sitting down on the computer”* (Pupil). The Chance to Shine programme has introduced cricket to the pupils and inspired the pupils to continue participation in the future. This is encouraging as the teacher explained *“young people with disabilities tend to be more restricted with their participation”* (Teacher).

“I would like to do it (cricket) again next year without a doubt” (Pupil).

One of the pupils at the school aged 18 who received the *Chance to Shine* coaching has been identified as gifted and talented. The coach has encouraged him to attend the local cricket club as he is a very good spin bowler.

In addition to the physical benefits, involvement in Chance to Shine has provided the pupils with an extensive range of opportunities to practice and to develop life skills and independence. The teacher explained that many of the pupils have self-esteem

and confidence issues; the coach focused on their abilities rather than their limitations and this has been beneficial. The support of the coach has been vital in the pupils' progress. For example, the coach has worked closely with a pupil with autism and communication impairments and there has been a noticeable improvement in his ability to follow instructions over the 12 week coaching period.

Furthermore, playing cricket has helped to provide a healthy outlet for stress that some of the pupils felt. As one pupil explained, *"it's good to just get outside and let go"* (Pupil, aged 18). Chance to Shine has made an exceptional contribution to their knowledge of cricket and to their enjoyment of physical activity.

The pupils recently played in a competitive cricket tournament against other local schools; this was something that they particularly enjoyed as it gave them the opportunity to test the skills that they had learnt in their Chance to Shine sessions. Many of the students became very competitive due to their enthusiasm to want to do well and to win. However, they were disappointed that they did not win the trophy in their recent cricket competition. The teacher commented how it was good to see the pupils getting excited and passionate about playing cricket.

"I wanted to grasp it and get in there when we were playing I really wanted to get the trophy" (Pupil)

"The cricket has helped them to develop self control and focus"
(Teacher)

The pupils described feeling happy at the thought of winning the trophy but *"we were miserable on the bus on the way back when we didn't win"* (Pupil). The teacher felt this was beneficial as it motivated the pupils to want to try again harder next year and continue improving. In addition, the pupils enjoyed the experience of being part of a sports team. Learning to work as a group is a valuable life skill and one that will help them in later life when working as a team in the workplace or as a family.

“the thing is, if you have teams, there needs to be teamwork and communication and you have to have eye contact and we were taught about that” (Pupil).

The pupils were extremely enthusiastic about playing more competitions *“the thing I enjoy about it is that when they are batting the ball, you have to think about running. You have to make your own decision shall I run, shall I stay. Tracey (the teacher) wasn’t telling us whether to go or not like she does when we practice at school”* (Pupil). The pupils enjoyed the independence of making their own decisions of what to do and the excitement of competing. The competitions also introduced pupils to other pupils and helped them to develop new friendships; these opportunities the teacher felt were very beneficial.

Every year the school holds a staff versus students cricket match. The pupils explained that they like the Chance to Shine coaching as they want to continue improving and aim to beat the school staff at the memorial staff versus students cricket match next year. The enthusiasm of the pupils towards playing in competitions was evident in the focus group discussions and this was something that they seemed to particularly enjoy.

“It’s (Chance to Shine) brilliant, I can’t praise it highly enough. The coach has been brilliant” (Teacher).

Case Study Six

Increased opportunities to play cricket through Chance to Shine

Case study six is a high school in its third year of involvement of the Chance to Shine programme. It is a mixed gender school with pupils ranging from ages 11 to 14. The Chance to Shine programme is linked into the school's PE lessons, this year boys in Year 7 (pupils aged 11 and 12) received one Chance to Shine cricket session of 50 minute duration per week. In addition, the school holds an after school club for Year 7 pupils who are new to cricket and another club for Years 8 and 9 who have been involved in the Chance to Shine coaching in previous years. The schools PE lessons are split by gender so the majority of Chance to Shine sessions are delivered to the boys; however in the final few weeks of the school term girls are given the opportunity to get involved.

The school delivered cricket sessions prior to the introduction of Chance to Shine. These sessions were run by the Head of PE who has a keen interest in cricket; being a player himself and also holding a level one cricket coaching qualification. The Chance to Shine programme has benefited the pupils at this school by increasing the opportunities available to pupils and significantly improving the level of coaching that they receive. The programme has enabled a more direct pupil focus and more time and attention is directed on developing the pupil's cricket skills as there is a better coach to pupil ratio. The PE teacher remains involved in the Chance to Shine sessions so that there are two adults (teacher and coach) at each session. This allows the coach to spend more time with the pupils and as a result of this increased attention there has been an improvement in the pupils' skills, their enjoyment of cricket and the teacher highlighted that the pupils now get less distracted in sessions. Furthermore, the PE teacher stated that being involved in Chance to Shine has increased his knowledge and helped him to clearly explain to children what they were doing incorrectly and why, and aided more accurate feedback to pupils.

“having the coaches on has definitely improved my knowledge of cricket and given more games and drills and stuff for me to do when the Chance to Shine programme isn't running” (Teacher).

The pupils highlighted in focus group discussions that the Chance to Shine coach concentrates on the whole group not just individuals. One pupil commented that the content of the Chance to Shine sessions was more varied than normal PE lessons. In addition, the coach sometimes plays cricket with the pupils, which they thoroughly enjoy. This has had a positive influence on the pupils and for some pupils seeing the coach play inspired them to want to be able to play cricket in the same way. As one pupil stated, *“I just like to watch him play, he is so good and makes it all look so easy. I wish I could play like that”* (Pupil).

“It’s good they (the coach) pay attention to you so if you are doing anything wrong they pick up on it” (Pupil)

Another pupil continued:

“Yeah, if you make an error there is someone there to tell you how to put it right” (Pupil)

This year at the start of the Chance to Shine sessions the coach introduced the pupils to the basics of the game which the pupils have further developed at the after school cricket club at the school. Many of the Year 7 pupils had played very limited cricket at their primary schools so were very enthusiastic at getting involved and were keen to learn. It was apparent in focus group discussions that the pupils felt the Chance to Shine programme had developed their skills:

“I’ve got better at bowling; the coach has explained things in more detail so I can get a more accurate bowl” (Pupil)

“I learnt things that I never really knew before. I played at my primary school but didn’t learn as much. I got better at bowling, I use to just chuck it but now they explain it in more detail” (Pupil, aged 12)

“It’s real fun, I think being with all your friends is good and makes you determine to win” (Pupil)

This was supported by the teacher who indicated that all pupils involved in Chance to Shine had gained more knowledge and there had been noticeable improvements in the children’s skills, even those that already attend a local cricket club. The teacher

considered this a consequence of the coaching and the amount of cricket that the school delivers through Chance to Shine.

As the Head of PE explained:

“in terms of bringing up the bottom end and the less able pupils that is improving. Part of the Chance to Shine programme is that we have increased the amount of cricket that we deliver as part of our rotation through the year. We use to just deliver half a term but now we deliver a full term so they are getting a lot more”
(Teacher).

The Chance to Shine coach distributed flyers inviting the pupils to attend the local cricket club. There is a large concentration of cricket clubs in the area close to the school and many of the pupils have attended clubs other than the club that has introduced Chance to Shine at the school. Encouragingly, the teacher estimates that approx 12 boys in Year 8, and 10 boys in Year 9 have gone onto attend local clubs and other pupils discussed continuing playing cricket outside school with members of their family.

Case Study Seven

Development of girls' participation at cricket clubs

Through the Chance to Shine programme there has been an increase in girls' cricket participation and girls have now started to view playing cricket as a viable option. This case study is focused upon two cricket clubs that have begun to develop specific girls sections as a consequence of the increase in female participation.

Club one is located in the east of England. Prior to the introduction of the Chance to Shine programme the club was keen to attract more girls to attend, however were struggling with ways of doing this. *"Chance to Shine has taken what was beginning to happen with girls cricket and really cemented that in"* (Chance to Shine Project Manager).

The Chance to Shine coaching devoted to cricket both during curriculum and after school has introduced many girls to the game and attracted them to playing club cricket. This increase in female cricket participation has helped to set up a more defined club structure for girls and increased the number of female competitive matches. As a result the club has a hugely improved retention of girls, who have joined through the Chance to Shine programme. Currently approximately 25 to 30 girls attend, however, prior to the establishment of Chance to Shine there were only three or four girls playing at the club. Every Saturday morning the club has a net that is exclusively for the female batsmen and bowlers to warm up and improve their cricketing techniques. Ten girls at the club now regularly take up this opportunity and use the net.

"I know we wouldn't have the number of girls at the club now if we had not had Chance to Shine" (Chance to Shine Project Manager)

"The girls in our club are absolutely hooked on playing cricket"
(Chance to Shine Project Manager)

As a consequence of Chance to Shine the club now has a number of girls playing at under 11, under 12, under 14, and under 15 level. The club won the regional

competition of the Lady Tavernier's Under 13 indoor competition which involved many players that had come through the Chance to Shine programme.

The club has recently developed a ladies team with the oldest person on the team being 25 years old. This player was involved at the club prior to Chance to Shine, however without the Chance to Shine programme the Project Manager emphasised that the club would have been short of players for a ladies team. The rest of the girls in the team are all under 18. As the project manager commented *"If Chance to Shine hadn't happened we would probably be short of four or five girls. Chance to Shine has provided probably half the team so therefore we have a team and we can play competitive cricket"* (Chance to Shine Project Manager).

However, despite the establishment of a girls team at the club there has been difficulty in finding other girls/ladies teams to play against. As a result the club has tried to set up a structure to increase the number of female matches by approaching other clubs and asking them to form ladies teams. Over the last year this has resulted in three or four cricket matches. As the project manager stated: *"there isn't the structure yet of enough girls in other clubs, or clusters whatever you want to call them to play competitive matches yet"* (Chance to Shine Project Manager).

The project manager explained the difficulty in getting girls involved in cricket:

"It's an uphill struggle, but we are making moves up the hill. With boys its dead simple, with the boys tell them there is a match and they are like vultures. With girls there are lots of other things going on because you don't have enough girls for them to say its fine to come and play, who aren't doing other things. You have to have enough girls who don't mind being seen as freaks as they play cricket and not netball or rounders. It is quite a big threshold to get over" (Chance to Shine Project Manager).

The club has worked with two secondary schools through the Chance to Shine programme. One of the secondary schools is a specialised sports college and the coach found that there was an increased pressure on the girls to participate in many different sporting activities. The project manager explained how it is very difficult

getting these girls to attend the club and play competitive cricket as they are already playing various other sports.

The club has found that the girls that attend have been well accepted by the boys. A number of male and female club members go to the same school, but *“if they are reasonably good cricketers the girls are recognised for that and it’s like peer group recognition that they get”* (Chance to Shine Project Manager). In addition, two or three girls that attend the club go to different schools and they have formed effective friendships through their involvement in cricket. The establishment of these friendships has been effective in sustaining the girls’ involvement at the club. As the project manager explained *“I think the girls are more socially cohesive than the boys”* (Chance to Shine Project Manager).

The Project Manager discussed that once girls come along to the club they tend to encourage others girls to the game.

“Cricket isn’t a softer game than other sports like football but there are elements of cricket that appeal strongly to girls. For example the rigid code of conduct, spirit of cricket” (Chance to Shine Project Manager)

The club is currently looking at putting together a girls only Chance to Shine package, specifically focusing on offering girls only coaching sessions at some schools to further promote cricket and increase female attendance at the club.

“It is a very big step for a club to become girl compliant, long held beliefs are held in every club on this country. There will be a number of members who think that girls shouldn’t play cricket. I know that because every club you go to start to twitch when you say you have a women’s team and girls are playing today, so it’s a big threshold that you have to get over” (Chance to Shine Project Manager).

Three female coaches deliver coaching sessions to the girls at the club, but as yet the female coaches have not been involved in curriculum Chance to Shine sessions due to their full time work commitments. However, the female coaches play and manage the ladies team and are involved in integrating the girls that come out of the Chance to Shine coaching at the school into the club.

“Chance to Shine has done really good things for girls’ cricket and for boys’ cricket obviously” (Chance to Shine Project Manager)

Club two is located in Coventry and has been involved in the Chance to Shine programme for four years. Prior to the introduction of Chance to Shine there had been little female involvement at the club. Since the introduction of Chance to Shine there has been an increase in girls’ interest, however the Project Manager explained that in some cases this initial interest has been difficult to sustain.

“I find I am getting more enquires since Chance to Shine but the difference I find with boys is that when the boys come along and normally we keep hold of them, the girls just do one or two weeks”
(Project Manager & Coach).

As a consequence of the Chance to Shine programme the club now has 23 girls that regularly attend and has developed girls teams at Under 11 and Under 13 level. At one primary school where Chance to Shine coaching is taking place, the club asked the female pupils who would like to join the local club and this resulted in nine girls attending the club and from these, six or seven have maintained their involvement. As the Project Manager stated:

“Chance to Shine has definitely helped to pick up and given those girls who didn’t previously have the opportunity, the chance to join in”
(Project Manager & Coach)

Within Coventry, the club has the only girls’ cricket team. As the Project Manager explained, *“obviously there are a number of boys clubs but I don’t have competition to encourage girls to come because none of the other clubs at the moment are willing to, or find it difficult to find the time and resources to actually start a girls team”* (Project Manager). One girl who plays for Warwickshire County Under 11 has recently joined the Coventry club as it is the only girls only team in the area. As a result of the lack of competitive girls’ opportunities, four of the girls that attend the club have worked at developing their skills and have progressed to play hardball cricket for the boys’ team. This has motivated them to want to continue improving and acquire new skills and has consequently made them better players. As the

Project Manager commented “the girls like giving it a go!” Seven of the girls that now attend the club are due to attend county trials with Warwickshire.

This year the club entered the Under 11 Warwickshire Cricket Board tournament. The team made the final and lost the match by only one run. The girls also benefited from a twenty minute training session at lunchtime from the England women’s player, Jenny Gunn. *“Youngsters do relate to well know faces and I think the more that you can tap into international and county players doing visits even if it’s only a couple of hours a month stimulates interest. Some of the girls that I took are still buzzing from it!”* (Project Manager). The girls have been trying to copy a number of the skills that Jenny Gunn taught them, such as the reverse sweep and as a result the girls have been continually practising.

The Project Manager believes that the delivery of Chance to Shine has been the main element that has been effective in attracting girls to the sport as he explained:

“I think it’s the fun element, certainly the way that we try to teach it, it’s the fun element that will get people interested and get them involved. One of the downsides in cricket is that one side will stand around and wait, but in Chance to Shine you can get everyone fielding or batting and bowling in pairs, so they are never just standing around and I think that fun element is what attracts the young people” (Project Manager & Coach).

In addition, as found at the first club in this case study the social element of being part of a club and establishing new friendships is a key factor in continuing participation.

“I think a number of the girls see it (playing cricket) as no different than going to girl guides or brownies and when the new girls come along they see it as a social side and have established friendships from the cricket” (Project Manager & Coach)

“our emphasis is on taking part and our attitude is to get the girls taking part and enjoying cricket, it doesn’t matter to me and my fellow coach whether they win or not” (Project Manager & Coach).

The Project Manager considers that it would be beneficial to recruit female coaches to the club so that girls coming to the club have someone that they can relate to. However, there is a shortage of women coaches. The club manager discussed the need to encourage girls and women to become qualified cricket coaches and felt that the club is the key to providing this information.

“It’s much more beneficial for girls to have a woman coach that they can relate to rather than an older man like me!” (Project Manager).

“Actually getting women involved does more for the good of the game than anything else!” (Project Manager).

Case Study Eight

Overcoming pupils' physical inactivity through their involvement in Chance to Shine

Eldwick primary school is a larger-than-average-sized primary school located in Bradford. Most pupils in the school are of White British heritage. The school has been involved in the Chance to Shine programme for three years. This year, pupils in Years 5 and 6 have participated in the Chance to Shine coaching on a fortnightly basis during curriculum time. In addition, an after school club is held every week by the Chance to Shine coach.

At the school rounders is typically played by the girls and cricket for the boys. The teacher identified that there was a need for Chance to Shine at the school as the boys in particular required specialised coaching to establish basic cricket skills ready for when they progress to secondary school. As the teacher explained:

“the boys in particular need the cricket to take them forward into secondary school, and equally the girls need the rounders, because the secondary schools are still fairly sexist. I think the families really like that we are getting to grips with cricket and having the coaching”
(Teacher)

This year the school has had a new Chance to Shine coach, *“he is fantastic, it has just been transformed, it’s been totally different, he’s young, he dynamic, he has a sense of humour with them and he inspires them”* (Teacher). Last year the teacher explained that the coach had difficulty working with large numbers of pupils in a class and as a result the teacher was very involved in the management of the lesson. Since the new coach has been delivering sessions the teachers felt more able to observe the lesson and develop her own coaching skills and as commented by the teacher, *“it has worked out brilliantly this year”* (Teacher).

One pupil (aged 11) at the school has cerebral palsy. He has limited mobility and struggles to move however he is very enthusiastic at getting involved in many different activities. He was very keen to start playing cricket after he heard about the Chance to Shine after school club. In the past he had been offered opportunities to take part in disabled sports clubs but he highlighted that he enjoying being involved

with his friends and his parents have encouraged this. As the PE coordinator at the school explained:

“I’ve offered him opportunities to go to disabled sports groups but they (his parents) want him to go to things that are mainstream”
(Teacher).

Chance to Shine has helped him to develop his coordination, balance and body awareness. He has difficulty moving and finds it hard running between the wickets. The PE coordinator explained how the coach has been fantastic in adapting the game so that he can be included. For example, shortening the distance he runs between the wickets. In addition, the PE coordinator explained that he has learnt to adapt the game himself, *“he’ll do it himself in a subtle way, like he will take up a close fielding position”* (Teacher). Furthermore, cricket has helped to improve his muscle control. He also spoke about the social and psychological benefits that he has gained from his engagement in Chance to Shine. In particular he explained that he has increased in confidence playing cricket. He talked about not being *“as scared about doing it wrong”* (Pupil). The teacher attributed this to the coach who has involved him in all aspects of the sessions.

“I’ve got better at catching the ball I’m more confident if a really good person is coming in to catch the ball and I’m nearer I know that I should go for the ball now and not let the better ones do it all” (Pupil).

One of the female pupils who attended the Chance to Shine sessions has now joined the after school club. She is one of the only girls that attend these sessions. She highlighted her enjoyment of cricket and how this has enabled her to develop closer friendships with more of the boys.

“It’s brought me and the boys a lot closer, I never use to play with the boys much I used to play with all my mates that were girls. Now I’ve started playing cricket not really many girls like it so I’m literally the only girl playing it, I’m friendlier with the boys now” (Female pupil)

“I quite like it because you don’t have to run that much except for when you are getting the ball and you don’t get into arguments as because you know if you have caught the ball or not” (Female pupil).

“you never stand behind the stumps if someone is going to chuck the ball because you are better standing at the side so that you can pass it through, then if it slips out your hands you can just give it a bit of that then it goes on the stumps straight away” (Pupil)

Another pupil at the school has moderate learning difficulties and had previously not taken part in any sports or physical activities. He played cricket for the first time through Chance to Shine delivered during curriculum time. He enjoyed playing so much that he went onto attend the after school club.

“You can’t force them to take part but when he started the cricket I could see that he liked it and so I’ve really encouraged him”

(Teacher)

“It has made me enjoy sport” (Pupil)

This pupil had identified his lack of fitness as an issue. He discussed the positive influence that Chance to Shine had on assisting him in becoming physically active. He spoke about trying his hardest sprinting between the wickets, running up to bowl and running after the ball when fielding. His involvement in cricket has motivated him to work hard to attain his personal goal of improving his physical fitness. In addition to his involvement in Chance to Shine influencing his overall physical activity, the programme has given him the confidence to try other activities. He now attends a street dance group and has taken up three new physical activities in the last six weeks.

“everyone else in my class used to play football and I’m very very bad at football so I used to not play sports that much at playtime. Now I’ve started to play cricket a bit more and it’s good I’m definitely getting fitter and my ball handling skills are better. In football they always seem to argue a lot but in cricket its calm and fun. There is no reason to argue” (Pupil)

The pupils in focus groups discussed feeling competent at all aspects of cricket and this had contributed to their enjoyment.

The pupils at the school perceive playing in competitions and competitive matches as “*real cricket*”. They have been motivated by the Chance to Shine coaching but discussed wanting an increase in competitive matches.

Currently the school has only been involved in one cricket competition organised through the school sport partnership. Unfortunately the team lost their first game of the tournament so did not progress to the next stage of the competition. The teacher explained that the school would like to have more competitions against other Chance to Shine schools in the area. As the teacher commented:

“You feel sorry for schools that get knocked out of the first round, as that’s the end of the season and they don’t get another game. I wish that there were just three or four low level competitions” (Teacher).

“I would rather Chance to Shine to pair us up with another school that play Chance to Shine and just play as many games as possible. There doesn’t need to be a trophy or final product just lots of opportunities. And obviously Chance to Shine to provide the umpires because that’s where we fall flat as school teachers not having that expertise in umpiring, and that would be far more beneficial than having pyramid competitions that we currently endure” (Teacher).

The teacher emphasised that winning provides the pupils with an incentive to continue putting in their best effort, and losing forces self-reflection and fosters determination and persistence which are valuable life lessons for the young people.

Case Study Nine and Ten

Progression of cricket skills through Chance to Shine

Connor Ashworth is 14 years old and has been playing cricket since he was seven years old. He was first introduced to cricket by his father who encouraged him to play from an early age. Connor joined Paignton Cricket Club four years ago as a result of being inspired to play cricket competitively after watching his father play for the club's first team.

Although Connor played some cricket prior to his involvement in Chance to Shine, he spoke enthusiastically about the programme and how it had helped him to develop as a cricket player and ignited his interest to pursue cricket further. Connor felt that he had developed a number of skills through his involvement in Chance to Shine which have consequently made him 'a better player', and adopt the game more seriously. In particular Connor highlighted how the Chance to Shine programme has improved his understanding of the rules of cricket and had improved his knowledge of the various tactics involved. As Connor stated:

"it taught me the rules of general cricket, before Chance to Shine I didn't really pay more notice to it, they taught me the whole overall like way you look at cricket, the way you set your field out. Instead of just putting someone there and seeing how it goes, you actually think what to do in different situations and thinking outside the box more"
(Connor).

In addition, Connor described how he has developed a number of skills as a result of the coaching he received through Chance to Shine. In particular his bowling technique had improved due to the coach spending time focusing on this with him. Connor described how the coach had helped his run up explaining that this needs to be smooth and consistent, and that rhythm is vital.

"I have also learnt places to bowl as a spinner, I usually just vary it around and the coaches have told me where to put it where a good ball would be and where a bad ball would be" (Connor).

Connor highlighted how the coach has been effective in developing his skills as he has given him more advanced skills to practise in Chance to Shine sessions. Throughout sessions the coach varies the types of bowling between spin bowling and fast bowling so Connor gets to practise and experience both. This has developed Connors confidence in playing cricket and he felt it has been particularly helpful when he plays in club competitions.

“in Chance to Shine sessions I do the same as everyone else but the coach throws the ball at you more advanced and harder so that’s been great and it’s made me a lot better” (Connor).

Chance to Shine has sparked Connors interest in various areas of cricket that he did not feel he really paid any attention to prior to becoming involved in the programme. For example, Connor now is interested in tactics and he explained that he often pursues things he has learnt through Chance to shine in more depth after the session. As Connor stated:

“I’ve learnt a lot, and then usually I’d go home and ask my dad about it more in depth. Like sportsmanship and rules about what to do and stuff” (Connor).

Connor is committed to playing cricket and regularly attends Paignton Cricket Club where he plays in the local league. In 2006 he played in a national competition at Under 17 level when he was playing in an age group higher than his age. Connor considers this as one of his most notable achievements in cricket to date, making the team when he was a lot younger than many of the other players. Paignton Cricket Club’s Chairman described Connor as being *“a very talented player who has the potential to develop further but will certainly be an exceptional club player as he develops”* (Club Chairman).

Connors cricket hero is Graham Swan and his ambition is to play for Somerset and possibly England in the future. In addition to developing Connor’s skills and confidence playing cricket, Chance to Shine has developed the interest of many of Connor’s friends in cricket. Prior to the introduction of Chance to Shine at the school Connor highlighted that very few of his friends had an interest and knew very little about how to play cricket. The Chance to Shine programme has encouraged

Connor's friends to adopt the game and Connor now plays cricket outside of school more at home and at the cricket club with his friends. Connor was aware that he had gained a close social group of friends through participating in cricket.

"I had a game last night where one of friends joined through doing Chance to Shine at school which is good as he will be coming down to the club a lot more now" (Connor).

Connor has enjoyed playing competitive matches at school and this has appealed to many of his friends as he believes you can be good at cricket regardless of your athletics ability.

"Now I am more experienced at cricket and I've played at higher levels sometimes playing matches with school can be frustrating, but you have to learn to work together with people not as good as you to give everyone a game" (Connor)

Despite this, Connor would like to have more game situations with other *Chance to Shine* schools. As Connor explained

"it would be better if they set up friendlies rather than just one Chance to Shine cricket tournament. Then more people would be involved and grow to the sport and carry on" (Connor).

William Elliott aged 11 is also a member of Paignton Cricket Club. The *Chance to Shine* programme gave William his first exposure to cricket. He willingly engaged in physical activities, but cricket sessions had not previously been made available to him. The school *Chance to Shine* sessions have built William's interest in cricket and it was this along with Connor's brother that persuaded him to join Paignton Cricket Club. William explained that *Chance to Shine* helped him to discover that he had a talent for cricket and his confidence and understanding of the game has gradually increased over the last two years that he has been playing.

William felt that one of the key benefits of *Chance to Shine* for him has been to progress and develop his cricketing skills. William's enthusiasm towards cricket has developed through *Chance to shine* and his involvement at the cricket club. He explained that one of the most important skills he has learnt is never to take his eye

off the ball from the instant the bowler is ready to bowl till the ball is dead. As he explained:

“By constantly keeping an eye on the ball the batsman can get a better idea of the flight of the ball and its speed” (William).

“Because I’m a batter any ball that was in the air I just used to swing at it, the coach that did the Chance to Shine with us taught me how to play safe and stay in longer” (William)

In addition William explained how the Chance to Shine coach has encouraged him to be patient and how *“this is a quality of a great batsman”* (William). William also recognised that he had benefited more broadly than just improving his physical skills. He felt Chance to shine had changed his approach to sport more generally as his self esteem had been raised though his ability and enthusiasm for cricket.

“Cricket is good because you don’t always do the same stuff every week; you have a variety of things that you do, although I like batting best” (William)

Again, another benefit of William’s involvement in the Chance to Shine programme has been to forge new friendships at school and at the cricket club. He explained that playing cricket was a great platform for making friends. Developing friendships at the club helped the feeling of belonging to the club and William felt that is was one of the primary reasons that he was motivated to routinely attend the club.

“When I first started cricket I didn’t know anyone and when I started to get involved in it people started coming up to me and introducing themselves and coming over to me and talking to me, and we started playing cricket anytime, anywhere, even if there was just two of us we would go in the nets” (William)

William regularly attends Under 11 training at the cricket club on a Wednesday and Saturday. He has started playing in club competitions which he thoroughly enjoys. He recently played in a Chance to Shine competition held at Paignton Cricket Club with his school team. His team got to the semi finals but lost by 16 runs. He enjoyed

the competitive structure, as he had not played any competitive cricket prior to Chance to Shine, previously only participating in training sessions.

Chance to Shine evaluation

Teacher examples of the benefits of Chance to Shine for pupils

Below is a selection of other examples of how Chance to Shine has benefited pupils identified on the Chance to Shine Teacher Survey 2010. This survey was completed after the case study visits were conducted.

- Year 7 male pupil had behaviour problems at junior school. The Chance to Shine coach identified the pupil as having good ability in cricket and encouraged him to attend the local cricket club. The child attends Chance to Shine sessions regularly and now represents the county. In addition, his behaviour and attitude have significantly improved (Whitchurch CE Junior School, Shropshire).
- Children from Afghanistan participated in cricket for the first time. One girl who only has one arm participated and is now playing cricket out of school (Graisley Primary School, West Midlands).
- A number of pupils experienced success in cricket to a degree they had not previously experienced and have been proud to represent the school. This has led to an improvement in their attitude and behaviour (Penpounds Primary School, Cornwall).
- Increased confidence for less able children who have shown ability when playing cricket but struggle with written work and numeracy. Raised self esteem with their peers (St. John's Bromley Cross, Lancashire).
- Year six boys have begun coaching younger pupils in Year 3 (St. Paul's R.C. Primary, Stockton-on-Tees) .
- Male Year 6 – very quiet pupil who doesn't normally enjoy PE. He has really enjoyed working with the Chance to Shine coach and this has increased his

confidence. He has now started to join in with cricket tournaments outside of school (Parlestone Primary School, Hull).

- Year 4 girl – didn't know what cricket was before Chance to Shine. (Widcombe Junior School, Bath)
- MCC 'Spirit of Cricket' influenced pupils attitudes towards other subjects/team games (St Leonard's C of E Primary, Devon).
- Year 5 boy struggles with academic subjects he was highlighted as gifted and talented during sessions. As a result his confidence in PE is growing, and he has volunteered to be a young leader (Wistow Parochial C of E Primary, North Yorkshire).
- Girls who have joined the local cricket club were quiet and reserved. They have become more confident and were prepared to join the club even though their close peers have not (Rathmell C of E Primary, North Yorkshire).
- Dyspraxic child – not keen on PE but has been keen to join in and participate in Chance to Shine sessions (Castlefields Primary, Shropshire).
- Year 5 male – not well coordinated, attended cricket after school club all year and has greatly improved his confidence and self esteem in sport (OLPS Catholic Primary, Cheshire).
- A female pupil who did not integrate into the friendship group which she aspired to belong to, has been more accepted when she showed prowess at batting (The Arnewood School, Hampshire).
- Year 6 male pupil found it difficult to get along with others. Chance to Shine has increased his enjoyment of sessions and improved his ability to interact in a team and encourage other team members. Another year 5 boy had

behaviour difficulties and has made progress in his ability to be engaged in activities (St.Marys Primary, Somerset).

- One boy improved cricketing skills tenfold, he can now bowl and bat with confidence (Shelthorpe Community School, Leicestershire).
- Two boys not engaged by formal subjects have found satisfaction and improved self esteem through doing well in cricket lessons and Chance to Shine tournament (Grainthorpe Primary, Lincolnshire).
- Three overweight girls have shown greater willingness and satisfaction with their own development of skills. One shy/retiring girl much more 'animated' during sessions (Newport Community School, Devon).
- A Year 5 boy had difficulties concentrating, staying on task and weak body control. Last year's Chance to Shine coach made a big thing of him and as a result he now attends the after school cricket club and has represented the school in the cricket team (Kirkby Woodhouse Primary, Nottinghamshire).

Chance to Shine evaluation

Coach examples of the benefits of Chance to Shine for pupils

Below is a selection of other examples of how Chance to Shine has benefited pupils identified on the Chance to Shine Coach Survey 2010.

- Pupil A – teachers awarded this pupil her first ‘house points’ as a result of her concentrating on the written work associated with the spirit of cricket lesson. She had never been known to work so intently for so long. This concentration level was subsequently maintained beyond the cricket lesson.
- Pupil B – this child was considered very disruptive in lessons. He had his cricket lesson withdrawn as he had not completed his work. He chose to work in the library during his lunchtime to complete the work so he could attend cricket. The teacher used cricket to help him understand how it felt when someone disrupted the subject lesson they liked and as a result subsequent behaviour in class improved.
- Female Year 5 pupil hides behind her asthma as an excuse not to participate in PE at her school. After the first two Chance to Shine cricket sessions she could see all her class having so much fun she asked to get involved. She also now participates in PE lessons.
- One coach involved certain ‘problem’ pupils in scoring during cricket sessions. This led to their reluctance to actually play cricket being overcome. Consequently they joined in later in the programme and now really enjoy playing cricket.
- At a Special Needs School where a number of the pupils struggle with football and tag rugby, many pupils have excelled at cricket. The coach now has pupils that are able to catch and feel confident in catching different sized objects.

- Female pupil had never played cricket at school before. Through Chance to Shine she went from disrupting the whole class for two weeks, to captaining her team and helping to run their own game in the last week
- Male disabled participant attended curriculum Chance to Shine sessions in the school, he progressed onto extra curriculum sessions and is now a member of his local cricket club. *“This process has been repeated numerous times by different boys and girls of all abilities. This is absolutely brilliant for our club”* (Coach).
- *“One girl in year 7 spent a whole term trying to bowl properly - she continually bowled off the wrong foot and got her arms in all the wrong positions. By the last session, she got it right, and bowled a whole over of correct, straight and good length balls. She nearly cried, and so did I”* (Coach).
- Pupils from a school in a deprived area who have never had the chance to participate in cricket have had access to the Chance to Shine project and have greatly improved their skills and knowledge of cricket as well as started playing for local cricket teams.

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

Playground Markings:

CCB	SCHOOL NAME
Berkshire	Finchampstead C of E
Berkshire	Spurcroft Primary
Buckinghamshire	Haddenham
Cheshire	Tyntesfield Primary
Cheshire	Vine Tree Primary
Cheshire	Tyntesfield Primary
Cheshire	Vine Tree Primary
Cornwall	Biscovey Junior
Cornwall	Cape Cornwall Primary
Cornwall	Parc Eglos
Cornwall	St Breock Primary
Cornwall	Stratton Primary
Cornwall	Tregony CP School

Cumbria	Langwathby School
Cumbria	North Lakes
Derbyshire	Park House Primary
Derbyshire	St Georges Catholic Derby
Devon	St Marychurch
Dorset	Parley First
Dorset	Stalbridge Primary
Durham	Dunston Hill
Durham	Swalwell Primary
Gloucestershire	Bourton on the Water Primary
Gloucestershire	Thrupp Primary
Hampshire	Bentley C of E
Hertfordshire	Nash Mills C of E
Kent	St Augustine
Kent	St Fidelis
Lancashire	Trinity CE/Methodist Primary
Linconshire	Keelby Primary
Linconshire	Nettleham CE Junior
Linconshire	Reynolds Primary
Middlesex	Malorees Junior
Middlesex	Roxeth First & Middle
Nottinghamshire	St Peter's East Bridgford
Oxfordshire	St John The Evangelist
Shropshire	Albrighton Primary
Shropshire	Greenacres
Shropshire	Harlescott Junior
Shropshire	Moorfield Primary
Shropshire	Radbroke Primary
Staffordshire	St Margaret's
Staffordshire	Thursfield Primary
Surrey	Fircroft Primary
Sussex	Holmbush
Warwickshire	St John's C of E
Wiltshire	Longmeadow
Worcestershire	Broadwas Primary
Worcestershire	Gig Mill Primary
Worcestershire	Leigh & Bransford
Yorkshire	Halfpenny Lane
Yorkshire	Kippax Greenfield Primary
Yorkshire	Kippax North Primary
Yorkshire	Middlestown Junior & Infant

Non-Turf Pitches:

County	C2s Club/School
Berkshire	Edgbarrow School
Cheshire	Nantwich CC
Cornwall	Callington Community College
Cornwall	Cambourne Science & Community College
Cornwall	Helston Community College
Devon	Axminster Town CC
Devon	Paignton CC
Dorset	Portland Red Triangle
Dorset	Sandford Middle School
Durham	Wolviston CC
Essex	Old Southendian & Southchurch CC
Gloucestershire	Chalford CC
Hampshire	Bramshill College
Hampshire	Connaught School
Hampshire	Perins School
Herefordshire	Burghill & Tillington CC
Hertfordshire	Cavendish School
Huntingdonshire	Ramsey CC
Kent	Hayes CC
Kent	Holmesdale Technology College
Kent	Margate CC
Lancashire	Horwich RMI CC
Lancashire	Preston CC
Lancashire	Thornton Cleveleys CC
Leicestershire	The John Cleveland College
Lincolnshire	Caistor Town CC
Northants	Corby Business Academy
Northants	Old Northamptonians CC
Northants	The Latimer Arts College
Northumberland	Kenton School
Northumberland	Richard Coates CE Middle School
Oxfordshire	Carterton Community College
Shropshire	Madeley Academy
Shropshire	Sir John Talbot's Tech College
	Broadoak Mathematics And Computing College
Somerset	St Dunstons Community
Staffordshire	Knypersley CC
Suffolk	Debenham High School
Suffolk	Ipswich & East Suffolk CC
Surrey	Caterham CC
Surrey	Merstham CC
Surrey	Rowledge CC
Sussex	Burgess Hill
Sussex	Chippendale CC
Sussex	Southwick CC
Warwickshire	Four Oaks Saints CC
Worcestershire	Droitwich Spa CC
Yorkshire	Malet Lambert School
Yorkshire	Wales High School

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

Region	With girls section	Active partnership	Developing
North	41	20	17
Midlands	39	18	20
London & East	44	43	23
South & West	51	7	14
Total	175	88	74

Girls Section established:

Region	County	Club/Project
London and East	Bedfordshire	Amphill Town CC
London and east	Bedfordshire	bedford / kempston
London and East	Sussex	Bells Yew Green
London and East	Suffolk	Bury St Edmunds C2s
London and East	Cambridgeshire	Cambridge NCI Cricket Club
London and East	Kent	Canterbury CC
London and East	Surrey	Caterham CC
London and East	Sussex	Chichester Priory C2S
London and East	Suffolk	Copdock C2s
London and East	Surrey	Dulwich CC
London and East	Suffolk	Felixstowe & Corinthians Youth CC C2s
London and East	Huntingdonshire	Godmanchester Town Cricket Club
London and East	Middlesex	Gunnorsbury Women's CC & Finchley CC
London and East	Middlesex	Harefield CC
London and East	Sussex	HASTINGS & ST LEONARDS PRIORY CC
London and East	Kent	Hayes (Kent) CC
London and East	Middlesex	Headstone Manor LCC
London and East	Surrey	Horsley & Send CC
London and East	Essex	Kelvedon & Feering CC
London and East	Hertfordshire	Knebworth Park C2S
London and East	Surrey	Lingfield Cricket Club
London and East	Essex	Maldon Cricket Club
London and East	Cambridgeshire	March Town CC
London and East	Kent	Margate
London and East	Norfolk	Old Buckenham
London and East	Middlesex	Old Elixabethans Underhill Ladies CC
London and East	Middlesex	Primrose Hill - K&C
London and East	Surrey	Purley Redoubtables CC C2s
London and East	Huntingdonshire	Ramsey C2s
London and East	Middlesex	Regents Park CC
London and East	Surrey	Rowledge CC
London and East	Essex	Saffron Walden

London and East	Middlesex	Shephards Bush CC
London and East	Surrey	Shepperton CC C2s
London and East	Surrey	Spencer Cricket Club
London and East	Sussex	Steyning Cricket Club
London and East	Suffolk	Stowmarket CC
London and East	Suffolk	Stradbroke Cricket Club
London and East	Suffolk	Suffolk CB - Girls & Ladies C2s
London and East	Hertfordshire	Three Rivers Cricket Development Group
London and East	Huntingdonshire	Upwood C2s
London and East	Huntingdonshire	Warboys C2s
London and East	Middlesex	Wembley CC
London and East	Kent	Whitstable Cricket Club
Midlands	Lincolnshire	BOURNE CRICKET CLUB
Midlands	Shropshire	Bridgnorth Project (Shifnal CC & Worfield)
Midlands	Northamptonshire	Burton Latimer Town CC
Midlands	Staffordshire	Cannock
Midlands	Lincolnshire	Cleethorpes - 2010 new
Midlands	Herefordshire	Colwall CC
Midlands	Warwickshire	Coventry District
Midlands	Derbyshire	Denby
Midlands	Derbyshire	Derby City East
Midlands	Worcestershire	Dudley MBC
Midlands	Leicestershire	Earl Shilton CC
Midlands	Derbyshire	Erewash
Midlands	Lincolnshire	Hartsholme CC - 2010 new
Midlands	Derbyshire	High Peak
Midlands	Worcestershire	Kidderminster Victoria CC
Midlands	Herefordshire	Kington CC
Midlands	Staffordshire	Kynpersley CC
Midlands	Northamptonshire	Loddington & Mawsley CC
Midlands	Nottinghamshire	Mansfield & Pleasley CC
Midlands	Nottinghamshire	Mansfield Hosiery Mills CC
Midlands	Staffordshire	MILFORD HALL CC
Midlands	Warwickshire	North & East Warks District
Midlands	Warwickshire	North Birmingham District Project
Midlands	Shropshire	North Shropshire Project (Ellesmere CC, Frankton CC & Whitchurch CC)
Midlands	Shropshire	North Telford Project (Lilleshall CC, Newport CC & Wellington CC)
Midlands	Nottinghamshire	Notts & Arnold Amateur CC
Midlands	Staffordshire	Penn CC
Midlands	Worcestershire	Pershore CC
Midlands	Worcestershire	Redditch
Midlands	Herefordshire	Ross on Wye

Midlands	Shropshire	Shrewsbury & Atcham Project (Shrewsbury CC, Reman Services CC, Cound CC)
Midlands	Lincolnshire	Sleaford Cricket Club - 2010 new
Midlands	Warwickshire	Solihull District Project
Midlands	Warwickshire	South & Central Warks Disrict Project
Midlands	Warwickshire	South Birmingham District Project
Midlands	Shropshire	South Bridgnorth Project (Much Wenlock CC, Bridgnorth CC, Quatt CC, Alveley CC)
Midlands	Shropshire	South Telford Project (St Georges CC & Madeley CC)
Midlands	Warwickshire	Sphinx Coventry C.C (Standard CC)
Midlands	Derbyshire	Wirksworth
North	Northumberland	Alnwick Cc
North	Cumbria	Appleby & Penrith CC
North	Cheshire	Appleton Cc
North	Northumberland	Ashington CC
North	Yorkshire	Barnsley CC
North	Yorkshire	Blackley Cc
North	Lancashire	Blackpool CC
North	Lancashire	Blackpool/Fylde
North	Lancashire	Bolton Indians
North	Yorkshire	Bradford & Bingley Cc
North	Yorkshire	Brodsworth Cc
North	Yorkshire	Burley in Wharfedale CC
North	Lancashire	Burnley
North	Yorkshire	Copley CC
North	Cheshire	Crewe and Wistaston
North	Durham	Darlington CC
North	Cheshire	Davenham CC
North	Yorkshire	Drax CC
North	Durham	Durham City CC
North	Lancashire	Fylde CC
North	Yorkshire	Hull Zingari CC
North	Cumbria	Kendal CC
North	Yorkshire	Kirkburton CC
North	Yorkshire	Methley CC
North	Cheshire	Middlewich CC
North	Northumberland	Morpeth
North	Lancashire	Ormskirk CC
North	Cheshire	Poynton CC
North	Yorkshire	Settle Cc
North	Yorkshire	Sheffield Utd
North	Cheshire	Stockport Georgians CC
North	Northumberland	Stocksfield CC

North	Durham	Stockton CC
North	Yorkshire	Tickhill CC
North	Cheshire	Trafford MV CC
North	Yorkshire	Treeton CC
North	Northumberland	Tynemouth CC
North	Northumberland	Warkworth CC and Alnmouth & Lesbury CC - joint
North	Yorkshire	Warmsworth CC
North	Durham	Willington CC
North	Yorkshire	York CC
South & West	Hampshire	~ PORTSMOUTH COMMUNITY CC ~
South & West	Oxfordshire	Abingdon, Challow
South & West	Hampshire	Aldershot CC
South & West	Hampshire	Alton CC
South & West	Devon	Axminster Town CC
South & West	Oxfordshire	Banbury C2S
South & West	Somerset	Bath
South & West	Oxfordshire	Bicester & North Oxford CC
South & West	Somerset	Bridgewater
South & West	Gloucestershire	Bristol YMCA - 2010 new
South & West	Hampshire	Burrige & Vosper HCB
South & West	Gloucestershire	CAM- 2010 new
South & West	Cornwall	Camborne, Beacon & Troon C2s
South & West	Somerset	Chard
South & West	Oxfordshire	Charlbury, Shipton (G), Minster
South & West	Gloucestershire	Cheltenham
South & West	Buckinghamshire	Chesham CC
South & West	Gloucestershire	Cirencester
South & West	Cornwall	Cornwall CB Girls
South & West	Wiltshire	Corsham CC C2S
South & West	Buckinghamshire	Cublington CC
South & West	Devon	Exeter C2s Project
South & West	Berkshire	Falkland CC
South & West	Berkshire	Finchampstead CC
South & West	Cornwall	Grampound Road CC
South & West	Buckinghamshire	Great Kingshill CC
South & West	Hampshire	Hartley Wintney CC
South & West	Oxfordshire	Kidlington, Tiddington, Hurstpath, Aston Rowant (g)
South & West	Hampshire	Langley Manor
South & West	Somerset	Minehead
South & West	Isle of Wight	Northwood
South & West	Oxfordshire	Oxford Cricket Club
South & West	Devon	Paignton C2S
South & West	Dorset	PARLEY CRICKET CLUB

South & West	Devon	Plympton CC
South & West	Dorset	Poole, Hamworthy, Broadstone (G),
South & West	Wiltshire	Potterne CC C2S
South & West	Wiltshire	Salisbury District Cricket
South & West	Dorset	Shillingstone (G), Stalbridge, Kilmington, Shaftesbury
South & West	Hampshire	St Cross Symondians CC
South & West	Cornwall	St Just CC
South & West	Oxfordshire	Thame CC
South & West	Berkshire	Thatcham CC
South & West	Devon	Torquay Cricket Club
South & West	Wiltshire	Trowbridge CC C2S
South & West	Isle of Wight	Ventnor
South & West	Wiltshire	Warminster CC
South & West	Somerset	Weston Super Mare CC
South & West	Berkshire	Wokingham CC
South & West	Buckinghamshire	Wolverton Town CC

Active Partnership to a girls section:

Region	County	Club/Project
London and East	Sussex	Angmering Partnership
London and East	Bedfordshire	BCB Minorities
London and East	Surrey	Beddington CC
London and East	Kent	Bexley District
London and East	Kent	Bexley District
London and East	Essex	Brentwood CC
London and East	Sussex	Brighton & Hove City Project
London and East	Sussex	Burgess Hill CC
London and East	Cambridgeshire	Cambs Girls Project
London and East	Sussex	Chiddingly
London and East	Surrey	Chipstead, Coulsdon & Old Walcountians
London and East	Kent	Cowdrey CC
London and East	Sussex	Crawley Cricket Partnership
London and East	Hertfordshire	Dacorum Cricket Development Group C2S
London and East	Sussex	East Grinstead CC
London and East	Middlesex	Enfield CC C2s
London and East	Bedfordshire	Flitwick Cricket Club
London and East	Essex	Gidea Park & Romford
London and East	Cambridgeshire	Granta Cricket Club
London and East	Middlesex	GWR Trailfinders CC
London and East	Middlesex	Haringey Borough
London and East	Middlesex	HARROW CRICKET CLUB
London and East	Sussex	HASTINGS & DISTRICT
London and East	Hertfordshire	Hertsmere Cricket Development Group

London and East	Middlesex	Hillingdon Alliance North
London and East	Middlesex	Hillingdon Borough
London and East	Sussex	Horsham Community Cricket Project
London and East	Suffolk	IES C2s
London and East	Suffolk	Ipswich C2s
London and East	Kent	KCB 1
London and East	Kent	KCB 2
London and East	Kent	KCB 3
London and East	Norfolk	NCB Girls
London and East	Hertfordshire	North Herts Cricket Development Group
London and East	Kent	Old Wilsonians Cricket Club
London and East	Middlesex	Richmond Borough
London and East	Sussex	SCB - Girls
London and East	Kent	Sherwood CC
London and East	Essex	Springfield CC
London and East	Hertfordshire	Stevenage / Knebworth C2S
London and East	Norfolk	Vauxhall Mallards
London and East	Suffolk	Worlingworth C2s
Midlands	Worcestershire	Bewdley
Midlands	Worcestershire	Droitwich Spa Cricket Club
Midlands	Nottinghamshire	EDWINSTOWE CRICKET CLUB
Midlands	Nottinghamshire	Ellerslie CC
Midlands	Nottinghamshire	Farnsfield CC
Midlands	Leicestershire	Hinckley Amateur CC
Midlands	Staffordshire	Kidsgrove
Midlands	Staffordshire	Longton
Midlands	Leicestershire	Loughborough Carillon CC
Midlands	Derbyshire	Lullington Park CC
Midlands	Leicestershire	Market Harborough Cricket Club
Midlands	Northamptonshire	Northampton Saints CC
Midlands	Leicestershire	Oakham CC
Midlands	Staffordshire	Swindon
Midlands	Staffordshire	Wednesbury
Midlands	Nottinghamshire	Welbeck Colliery Cricket Club
Midlands	Northamptonshire	Wollaston
Midlands	Worcestershire	Worcester Nomads
North	Yorkshire	Almonbury Weslyans
North	Lancashire	Ashton CC
North	Lancashire	Austerlands CC
North	Durham	Billingham Synthonia
North	Cumbria	CarlisleCC
North	Durham	Consett CC
North	Durham	Crook CC
North	Lancashire	Denton West CC

North	Lancashire	Freckleton
North	Lancashire	Goldwick CC
North	Lancashire	Kirkham and Wesham CC
North	Lancashire	Leyland CC
North	Lancashire	Morecambe CC
North	Cumbria	Netherfield Cc
North	Lancashire	Skelmersdale
North	Cheshire	Stockport
North	Durham	Swalwell CC
North	Lancashire	Thornton Cleveleys CC
North	Lancashire	Torrisholme CC
North	Durham	Wolviston CC
South & West	Buckinghamshire	Bucks Cricket Board
South & West	Somerset	Frome
South & West	Somerset	Glastonbury CC
South & West	Gloucestershire	Hatherley & Reddings
South & West	Somerset	Hunstpill CC
South & West	Gloucestershire	Poulton- 2010 new
South & West	Dorset	Winton CC (G), Suttoners, Bournemouth, Christchurch

Developing section or active partnership:

Region	County	Club/Project
London and East	Surrey	Ashted CC C2s
London and East	Norfolk	Bradfield C2S
London and East	Essex	Colchester & East Essex CC
London and East	Surrey	Cranleigh CC
London and East	Bedfordshire	dunstable
London and East	Hertfordshire	East Hertfordshire C2S
London and East	Surrey	Elmbridge Borough
London and East	Suffolk	Hadleigh CC
London and East	Suffolk	Haverhill C2s
London and East	Middlesex	Island Community CC
London and East	Middlesex	Islington CC
London and East	Suffolk	Lowestoft C2s
London and East	Essex	Mistley CC
London and East	Cambridgeshire	North Herts/South Cambs project
London and East	Essex	Old Southendian & Southchurch CC
London and East	Huntingdonshire	Peterborough Town CC
London and East	Essex	Rayleigh & Rankins
London and East	Surrey	Streatham & Marlborough
London and East	Norfolk	Swaffham
London and East	Kent	Upchurch CC
London and East	Essex	Upminster Cricket Club

London and East	Middlesex	Victoria Park CC
London and East	Hertfordshire	Welwyn-Hatfield Cricket Partnership C2S
Midlands	Staffordshire	Barton under Needwood
Midlands	Derbyshire	Bolsover
Midlands	Lincolnshire	Boston CC
Midlands	Herefordshire	Brockhampton CC
Midlands	Lincolnshire	Caistor Town Cricket Club
Midlands	Northamptonshire	Corby
Midlands	Northamptonshire	East Northants
Midlands	Warwickshire	Handsworth C.C
Midlands	Northamptonshire	Horton House
Midlands	Leicestershire	Kirby Muxloe CC
Midlands	Leicestershire	Narborough & Littlethorpe
Midlands	Lincolnshire	Nettleham
Midlands	Northamptonshire	Old Northamptonians Cricket Club
Midlands	Northamptonshire	Oundle Town Cricket Club
Midlands	Nottinghamshire	Ransome & Marles CC
Midlands	Lincolnshire	Scothern C C
Midlands	Northamptonshire	South Northants
Midlands	Shropshire	South Shropshire (Ludlow CC & Bishops Castle CC)
Midlands	Staffordshire	Tamworth CC
Midlands	Staffordshire	Walsall
North	Northumberland	Backworth Cc
North	Cumbria	Barow CC
North	Cumbria	Carlisle and Wigton
North	Cumbria	Cockermouth CC
North	Durham	Felling CC
North	Yorkshire	Harrogate CC
North	Lancashire	Old Xaverians CC
North	Durham	Philadelphia CC
North	Northumberland	Ponteland CC
North	Durham	Sedgefield CC
North	Lancashire	Sefton Park CC
North	Yorkshire	Sheffield Collegiate
North	Yorkshire	Shiregreen
North	Cumbria	South Lakeland and Keswick Girls Project
North	Durham	South Shields CC
North	Northumberland	Tillside CC
North	Cumbria	Workington CC
South & West	Hampshire	Bashley Rydal
South & West	Wiltshire	Biddestone CC
South & West	Devon	Bideford/Littleham/Westward Ho! CC
South & West	Berkshire	Bulmershe SSP

South & West	Wiltshire	Calne CC
South & West	Cornwall	Falmouth CC
South & West	Devon	Plymouth Cricket Club
South & West	Dorset	Portland Red Triangle CC
South & West	Berkshire	Purley on Thames CC
South & West	Hampshire	Southampton Community CC
South & West	Cornwall	St Austell CC
South & West	Somerset	Taunton St Andrews & Wyvern CC
South & West	Berkshire	Theale and Tilehurst Cricket Club
South & West	Dorset	Weymouth, Dorchester

Appendix 6: **Clubs removed from Chance to Shine in 2010**

Project	CCB
Bude	Cornwall
Portland Red Triangle CC	Dorset

Appendix 7: **Community Sports Coaches used in 2010**

CCB	No. Community Coaches	Project Involved
Berkshire	1	1
Buckinghamshire	1	1
Cornwall	2	4
Dorset	1	1
Gloucestershire	4	5
Hampshire	1	1
Isle of Wight	1	1
Oxfordshire	2	2
Wiltshire	2	2
Derbyshire	3	6
Northamptonshire	2	5
Leicestershire	2	3
Staffordshire	2	5
Warwickshire	5	7
Worcestershire	2	4
Cheshire	10	12
Cumbria	4	6
Durham	6	10
Lancashire	4	16
Northumberland	4	4
Yorkshire	4	7
Bedfordshire	3	5
Cambridgeshire	1	2
Hertfordshire	1	1
Huntingdonshire	1	1

Middlesex	4	6
Suffolk	3	5
Sussex	1	1
TOTAL	77	124

Appendix 8: **Post *Chance to Shine* Projects in 2011**

Region	CCB	Club
London and East	Bedfordshire	Harrold CC
London and East	Bedfordshire	Leighton Buzzard Town CC
London and East	Cambridgeshire	Sawston CC
London and East	Essex	Clacton On Sea CC
London and East	Essex	Kelvedon and Feering CC
London and East	Essex	Maldon CC
London and East	Hertfordshire	Stevenage Cricket Club C2S
London and East	Huntingdonshire	Peterborough Town CC POST C2S
London and East	Kent	Addington Village CC
London and East	Middlesex	Harrow CC
London and East	Middlesex	Wembley CC
London and East	Norfolk	North Runcton C2S
London and East	Suffolk	Bury St Edmunds C2s
London and East	Suffolk	St Margaret's CC, Suffolk
London and East	Surrey	Lingfield CC
London and East	Sussex	Chichester Priory C2S
London and East	Sussex	Hastings and St Leonards Priory
London and East	Sussex	St James
Midlands	Derbyshire	Elvaston CC
Midlands	Derbyshire	Lullington Park CC
Midlands	Herefordshire	Colwall CC
Midlands	Herefordshire	Kington CC
Midlands	Lincolnshire	Bourne CC, Lincs
Midlands	Lincolnshire	Woodhall Spa CC
Midlands	Northamptonshire	Loddington & Mawsley CC
Midlands	Northamptonshire	Wollaston CC
Midlands	Nottinghamshire	Edwinstowe CC
Midlands	Nottinghamshire	Mansfield Hosiery Mills
Midlands	Nottinghamshire	Ransome & Marles CC
Midlands	Staffordshire	Milford Hall CC
Midlands	Staffordshire	Walsall CC
Midlands	Worcestershire	Kidderminster Victoria CC
Midlands	Worcestershire	Ombersley CC

Midlands	Worcestershire	Pershore CC
North	Cheshire	Appleton CC, Cheshire
North	Cheshire	Bollington CC
North	Cheshire	Cheadle Hulme CC
North	Cheshire	Davenham CC
North	Cheshire	Heaton Mersey CC
North	Cheshire	Middlewich CC
North	Cheshire	Nantwich CC
North	Cheshire	Newton CC
North	Cheshire	Stockport Georgians CC
North	Cheshire	Trafford MV CC
North	Cumbria	Arthuret and Esk CC
North	Cumbria	Barrow CC, Cumbria
North	Cumbria	Carlisle CC
North	Cumbria	Furness CC
North	Cumbria	Haverigg CC
North	Cumbria	Kendal CC
North	Cumbria	Netherfield CC, Cumbria
North	Cumbria	Workington CC
North	Durham	Crook CC
North	Durham	Darlington CC
North	Durham	Darlington R A CC
North	Durham	Hetton Lyons CC
North	Durham	South Shields CC
North	Durham	Stockton CC
North	Durham	Willington CC
North	Durham	Wolviston CC
North	Lancashire	Blackpool CC
North	Lancashire	South Shore CC
North	Northumberland	Alnwick CC
North	Northumberland	Tynemouth CC
North	Yorkshire	Barnsley C2S
North	Yorkshire	Hunslet Nelson C2S
North	Yorkshire	Illingworth St Marys C2S
North	Yorkshire	Millhouse Works
North	Yorkshire	Settle C2S
North	Yorkshire	Tickhill C2S
North	Yorkshire	Warmsworth C2S
South	Berkshire	Finchampstead CC C2s

South	Buckinghamshire	Chesham CC
South	Buckinghamshire	Great Kingshill CC
South	Cornwall	Falmouth CC
South	Cornwall	Grampond Road CC
South	Cornwall	Truro
South	Devon	Barton CC, Devon
South	Devon	Paignton C2S
South	Devon	Torquay CC
South	Gloucestershire	Hatherley & Reddings CC, Glos
South	Hampshire	Aldershot CC
South	Hampshire	Portsmouth Community CC
South	Oxfordshire	Banbury C2S
South	Somerset	Brislington Cricket Club
South	Somerset	Minehead CC
South	Somerset	Westlands Sports CC
South	Wiltshire	Biddestone CC C2S