

# **Chance to Shine evaluation**

## **Pupil(s) Case Studies**

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## Chance to Shine evaluation

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## **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 aren'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 *“punctual, 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 through 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.