



Evaluation of the Chance to Shine programme 2011

Impact Report

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Chance to Shine

Impact Report

1. Introduction

1.1 The Chance to Shine programme, now in its sixth year of operation aims to establish regular coaching and competitive cricket opportunities in 5,200 primary and 1,500 secondary schools by 2015. 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 primarily throughout the spring and summer terms to a family of local schools.

1.2 In May 2007 the Institute of Youth Sport at Loughborough University was 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 2011 the objectives of the evaluation continued to be focused around assessing the impact of the programme on clubs, teachers, pupils and cricket development.

1.3 This report presents findings from data obtained from both qualitative and quantitative research undertaken between May and October 2011, focusing on two areas:

- the competitive opportunities and broader outcomes achieved through the Chance to Shine programme; and
- how Chance to Shine contributes to the delivery of some key government objectives.

2. Competitive opportunities and broader outcomes achieved through the Chance to Shine programme

This section is presented relating to the following themes:

- The value of inter- and intra-school competition;
- The perceived benefits of an increase in competitive opportunities available to pupils through the Chance to Shine programme;
- Skills learnt in the competitive environment that had been transferred back to the classroom.

2.1 Value of inter- and intra-school competition

Both teachers and pupils valued opportunities to participate in both inter- and intra-school competitive cricket matches. Teachers felt that inter-school competition was beneficial as it engaged children in cricket and kept their interest in the game. In addition, competitive fixtures enabled pupils' to put skills learnt in Chance to Shine sessions into practise in a competitive game situation. Teachers highlighted that this has developed pupils' confidence playing cricket. Furthermore, it helped pupils to acquire important life skills, such as learning to be a graceful loser and how to effectively co-operate with others.

“They play the inter-school matches, they get to play and integrate with other pupils from different schools learning about competition and fair play. Learning how to handle losing a game and also how to handle winning it. I think without that you are training for training sake, let’s get some competitions and put your skills in practise” (Cricket Development Officer, 2011).

During school based visits and interviews it was evident that the Chance to Shine programme increased the number of schools that participated in cricket matches and tournaments and provided pupils with increased opportunities for inter-school competition. In addition, Chance to Shine had increased schools commitment to being involved in competition, as one School Sport Coordinator (SSCo) explained:

“Our Year 5 festival has run for the past three years, before Chance to Shine it was relatively difficult to get teams playing in it, relatively difficult to get schools to commit to bringing pupils to the festival. Since we have had Chance to Shine in place we have had at least two teams from every school attend the festival” (SSCo, Case Study D).

A further benefit of inter-school competition identified by teachers was that it had given pupils the opportunity to socialise with pupils from different schools. A number of pupils explained how they developed friendships at primary school level through competing against other schools in cricket festivals and tournaments. This was

considered extremely advantageous when pupils made the transition to secondary school as they formed friendships and already knew pupils from different schools making progression to secondary school “less scary!” (Pupil, Case Study D). Pupils commented in focus group discussions that they had enjoyed the interaction with other schools.

One teacher felt that being given the opportunity to play inter-school competition at club venues had helped break down barriers for pupils from lower socio-economic backgrounds. She felt that cricket clubs were often very ‘middle class’ environments and these made them appear even more inaccessible to young people from more deprived areas. Being involved in competitions at club venues gave pupils the opportunity to become familiar with the club environment. As the teacher explained:

“In terms of raising confidence, and pupils seeing a different environment and seeing a different game. The perception in this sort of area would be that cricket is a privileged game and so the fact that some of our secondary pupils have played at three different clubs this year. Our link club, the chance to compete in competition and the city final competition has been beneficial for them” (SSCo, Case Study D).

Despite the value of inter-school competitions, teachers identified a number of constraints to schools involvement. These included: teachers encountering difficulties finding sufficient time for the organisation of competitions; transport costs associated with taking pupils to different venues to play; and limited access to facilities.

“It would be nice to have more competition within the school and outside the school, but again it’s the organisation, it’s the time constraint that’s the major thing, and being allowed to have the young people out of lessons. I would welcome more competitions but it’s a problem accessing playing fields and of course transportation. It costs a lot of money to take them out and the cost to get covering staff” (Teacher, case Study A).

“If it was during school time certainly I would like to do more competitions, but if there was a league arranged for after school it would be an additional pressure on myself” (Teacher, Case Study B).

Furthermore, a number of ethnic minority pupils claimed that prioritising religious education in the mosque limited the amount of time they had to attend inter-school cricket opportunities and extra-curricular clubs. This highlights the importance of individual schools tackling persisting issues that continue to limit the engagement of some pupils, for example schools need to offer additional lunch and break time cricket clubs and intra-school competitive cricket opportunities if there are limitations to after school activity. As one teacher explained:

“Going to mosque is an issue, if they are going to mosque at 5pm then it cuts right across competitions. A lot of parents won’t allow young people to do this and that’s a big issue here” (Teacher, Case study A).

“I would welcome competition week in and week out because I think they spend too much time sitting at a desk and I think they could do far more work better if they had burst of work and play, it’s about balance. But where is the drive going to come from?” (Teacher, Case Study C).

Intra-school competition was also considered beneficial as it enabled teachers to modify activities to facilitate the inclusion of all pupils and create a non-threatening, friendly competitive environment. Teachers felt that as they had control over intra-school competition they could pay attention to the organisation and ensure teams consisted of pupils of equal skill levels and playing abilities. This was believed to be helpful in tackling some of the issues that limited young people’s engagement. For example, a number of pupils stated that they found it daunting playing against older or more experienced pupils in competitive games. As one pupil commented:

“I didn’t like playing against all the big scary big ones; they were all older than us” (Year 5 pupil, Case Study B).

As a result, intra-school competition allowed the less able pupils to experience success playing cricket and gain recognition for their achievements, increasing their enjoyment and helping to promote continued cricket participation. It was noted by a number of teachers in this year’s teacher survey that participating in competitions that included pupils who represented and played for clubs was discouraging for other children. It was stressed that intra-school competition had helped to overcome this, as teachers had ensured that one team or player had not dominated the game. This enabled some of the less able pupils to develop specific cricket skills as they were introduced in a less threatening competitive environment.

2.2 Benefits of an increase in competitive opportunities to pupils

Teachers highlighted a number of benefits of the increase in competitive opportunities available to pupils through the Chance to Shine programme. The development of pupils’ cricket skills were considered to have greatly improved. Older pupils were given the opportunity to use skills and practise techniques learnt in Chance to Shine coaching sessions in a competitive environment, for example batting, bowling and fielding. One teacher highlighted how pupils involved in a cricket festival competing against five other schools improved the standard of cricket played

by the pupils. As the teacher explained:

“they get the feel for playing, and it becomes more realistic for them why they do the fielding and the batting and everything that they do,

because when they get out there they suddenly realise that there are other players that play cricket it sharpens them up” (Teacher, Case Study A).

“The main benefit is that it enables the children to put the skills they have learnt into practice. There is only so much you can show them, the rest is learnt in a competitive situation or match scenario” (Coach, 2011).

A SSSCo emphasised improvements in pupils’ skills at primary school level.

“I’ve also seen a definite improvement in the standard of the cricket. It’s gone from probably about half of the bowling being underarm or the kids actually throwing it, to now 80-90% of the kids that come to the cricket festival actually bowl properly which is obviously a big improvement and a big step forward” (SSCo, Case Study D).

In addition, as the SSSCo explained that improvements had also been evident with secondary pupils.

“Our year 7s the Chance to Shine programme has had a big impact upon. We have won the County schools year 7 competitions last week. And we have not even won a game in that competition for about 10 years. We won 4 games to get to the final and won the final itself as well” (SSCo, Case Study D).

One primary school teacher discussed the progress pupils had made playing competitive cricket. This year the pupils reached the city cricket finals, something that the school had never achieved before. The teacher explained that this was a consequence of Chance to Shine sessions and the increased opportunities available to pupils to participate in cricket tournaments. Pupils discussed a range of skills that they had developed through the Chance to Shine coaching which they had applied in the game situation. As one pupil commented:

“we have learnt how to bowl and bat properly and we weren’t very good at that before the cricket coaching and now we are getting better and winning when we play other schools” (Year 5 pupil, Case Study B).

Interviewees felt that the competitive opportunities offered through Chance to Shine had been beneficial to pupils simply by raising the profile of the game. This was particularly emphasised in areas where football was typically the dominant sport. As one teacher explained:

“I would say cricket is now second to football, where as previously it was way down the list behind things like athletics and rugby as well” (Teacher, Case Study D).

Another teacher commented:

“I think just getting them to love sport, some children love PE but there are a few that don’t but when they take part in the lessons with the coach they have all looked like they have enjoyed it and have wanted to be involved in competitions. The coach has sorted the groups out very well so there isn’t always a group that wins every game, it’s organised so that there is mixed ability and mixed age so that the boys and girls have really learnt to support each other and all want to play in matches” (Teacher, Case Study C).

Furthermore, the competitive opportunities offered through Chance to Shine enabled pupils to gain a more in-depth understanding of the game, in particular concerning the scoring systems used. A number of pupils explained that they were unaware of the rules and scoring used in cricket until they participated in competitions. As one teacher stated:

“when we played games like 2-5-10 you don’t have the scoring of 4s and 6s and in tournaments you do. Some pupils didn’t realise how to get 4s and 6s just from the Chance to Shine sessions” (Teacher, Case Study C)

“They just understand the game better, they run between the wickets better, they don’t run themselves out needlessly, they obviously got a better understanding of what the game is about and how to play successfully” (SSCo, Case Study D)

Pupils’ enjoyment of competitive cricket matches had raised the profile of cricket in the playground. Throughout focus group discussions pupils stated that they had chosen to play cricket games such as 2-5-10 in their spare time and cricket had become increasingly popular amongst the pupils.

“Pupils really enjoyed the opportunity to compete with other schools. I have been told by parents that their children have begun to watch cricket on the telly” (Teacher, Case Study E).

“Up until the Chance to Shine programme started any fielding and batting skills were taught through rounders. Cricket was not part of it until Chance to Shine and it has been a massive benefit and the kids really enjoy it and ask to play it all the time!” (Teacher, Case Study B).

Furthermore, the cricket matches and festivals developed pupils’ competitiveness and encouraged fair play and team spirit. Pupils learnt to win and to lose, and teachers explained that they had discovered how to cope in competitive situations. A number of teachers emphasised that through pupil involvement in competitive sport this had helped develop their decision making skills.

“I think it’s a good thing that they are being exposed to competition, they have had to form team spirit with pupils they wouldn’t usually associate with. I think after the five years of Chance to Shine the competition structure will be embedded and the teachers will take that on” (Teacher, Case Study B).

It is also evident that the competitive opportunities offered to pupils through Chance to Shine increased school to club transition due to pupils increased motivation and enthusiasm towards playing cricket. Project Managers highlighted that this was beneficial as it had increased club membership and helped the club to identify talented players. Teachers explained that through involvement in the Chance to Shine programme pupils had an increased confidence to join clubs; this was particularly the case where pupils had represented the school in competitive cricket matches.

“Well because we run the competitions at the club it helps to have the kids come to the club and see what it’s like. It gives us access to the best, what we do is the junior school league is eight children of which at least two have to be girls, so it immediately gives us access to the best 48 children in the town. Particularly with the girls it’s a good way of picking up your best 12 girls” (Project Manager, 2011).

Pupil involvement in competitions, festivals and tournaments at club venues had also been valuable for pupils as they had the opportunity to become familiar with the club environment in an informal setting, with other teachers and pupils there for support. A number of teachers highlighted that as pupils become more accustomed and comfortable in the club surroundings they had enquired more about joining the club sessions and getting involved at the club.

“Children love to play against other schools and specifically the borough tournament which we hold at our club. You can see the kids love playing at a proper ground, on grass instead of a playground. Several have joined our club as a consequence” (Coach, 2011).

2.3 Skills learnt in the competitive environment transferred back to the classroom

Interviewees discussed the impact of the competitive opportunities offered through Chance to Shine beyond its obvious impact on PE provision in schools. Teachers highlighted how taking part in the programme had encouraged positive changes in pupils in the classroom context, in particular the development of important life skills such as learning how to win, to lose and to cope with setbacks. Teachers highlighted that they considered cricket had been more effective than other sports at teaching these skills due to the focus on sportsmanship throughout Chance to Shine

sessions. For example, pupils learnt to respect decisions, clap batsmen in and out and shake hands at the end of games.

“They love to push themselves further and this gives them so much confidence in other things in the classroom as well as improving their cricket skills. Also they learn to work as a unit in sport and school life under the Spirit of Cricket ethos” (Coach, 2011)

In addition, after pupils played cricket at break and lunchtimes, teachers commented that pupils appeared calmer and there was less conflict when pupil’s re-entered the classroom compared to when pupils had been playing other sports. As one teacher explained:

“There’s a lot less friction in the playground when they are playing cricket. There is more friction when they are playing football and it spills over into the classroom at the end of playtime, but when they play cricket they are a lot better” (Teacher, Case Study A).

“Some schools were like if you lost they would say well done, while others would just walk off. I didn’t like it when the other team shouted out yay when we lost. We had learnt to be sporting and shake their hands” (Year 5 pupil, Case Study B).

Furthermore, a number of the teachers discussed how pupils were more confident and motivated during classroom activities. They attributed this to the improvements in self-esteem promoted by achieving success during cricket competitions and coaching sessions.

“There is one boy who was bowled out four or five times in a row and he took it really well, he learnt how to deal with this though and came back and in the next competition and played really well” (Teacher, Case Study A).

“Children who have proved technically aware but not academic are more likely to lead groups in other subjects” (Teacher, 2011).

There were also noticeable improvements in the classroom behaviour of some of the pupils. In one school in order to participate in cricket competitions there was a requirement that pupils had not misbehaved within their lessons. It was noted that, as a result of this, there had been improvements in behaviour within PE and also more generally across the curriculum. One teacher also remarked that pupils were selected to be the school’s cricket team captain, the majority of pupils wanted the opportunity to become captain and be in a leadership role and this again promoted good behaviour among the pupils. Pupils who were selected in the captain role enjoyed leading other pupils and this had helped to develop a sense of individual responsibility and accountability in the pupils.

“I need to keep my temper down and playing cricket has really helped me with this” (Year 5 pupil, Case Study A).

“In terms of confidence of the pupils and leadership opportunities the pupils have had. We have certainly noticed that this has transferred into those pupils attitudes and behaviour across the rest of the school and across subjects” (Teacher, Case Study D).

Participation in cricket tournaments had also been used as an incentive to encourage good behaviour amongst pupils. In one school this had resulted in an improvement in the behaviour of a challenging pupil due to his enjoyment of cricket.

Pupils highlighted that through the increased competitive opportunities delivered through the Chance to Shine programme this had encouraged the development of their teamwork skills. As one pupil explained:

“Organising where you want to stand, so if someone hits a 6 or a 4 we are prepared. We are so much better at sorting out what to do and the people on my cricket team I like working with and we get on well” (Pupil, Case Study C).

Another pupil stated:

“Like later on in life if you start a business or join a business you have to cooperate with boys and girls, and when we do our cricket we get mixed up so we work with boys and girls so it’s good for teamwork” (Year 5 pupil, Case study A).

Teachers also emphasised the improvements in pupils’ teamwork within the classroom. It was noted that pupils got on better with each other and were far more supportive of others. One teacher explained that since the pupils’ involvement in competitions they had learnt to be more patient with each other, take it in turns and be more encouraging to each other in classroom activities. Teachers also reported improved consideration for others and class members in classroom based subjects

such as drama, where they were required to work together in order to succeed. In addition, pupils’ involvement in competitions was viewed as assisting pupils to make new friendship groups within the classroom.

“Most children are more able to co-operate in team situations. The children have been keen to praise each other for skills shown during the cricket sessions and in the classroom too” (Teacher, 2011).

“There has been better teamwork between boys and girls- less of a gender issue in other team learning moments” (Teacher, 2011) .

“The children work much better as a team in the classroom than they did before September, supporting each other and helping each other to develop and learn” (Teacher, 2011).

“The pupils applaud the batsmen that have batted well when they leave the pitch” (Teacher, 2011).

Cricket has been used at one school to promote healthy eating. Pupils were taught about eating a balanced diet and the types of food cricketers would eat to perform effectively within their sport. The teacher noted how the pupils had a keen interest in this, pupils were enthusiastic and the use of cricket had been an effective way of engaging the children. Several teachers had used the CricEd cricket themed educational resources developed by the Cricket Foundation to deliver cricket themed sessions in the classroom. Overall, teachers found this resource beneficial, however it had been used to varying extents by teachers. The 2011 teacher survey demonstrated that 19% of primary and 14% of secondary teachers had used the CricEd resource. Over a quarter (27% primary and 29% secondary) of teachers indicated that they had not heard of this resource.

“I know a few of the primary teachers have been interested in it and I’ve signposted them towards it and I think they have printed off stuff and used them” (SSCo, Case Study D).

There was some confusion among teachers concerning the use of the CricEd resource. Although teachers had an awareness of the resources, it was vital that coaches explained to teachers how to access and use this. As one teacher questioned:

“When it was the national cricket day I tried to log into CricEd but you had to have passwords and log in details which I didn’t have at the time. I do get lots of emails about the resources but when I went onto CricEd that was the only problem I didn’t have passwords. Do we have to pay for that? I was really confused” (Teacher, Case Study C).

The value of Chance to Shine for raising the profile of cricket in schools was continually evident. At several of the case study schools it was reported that the competitive opportunities had created an increased awareness of cricket amongst pupils and pupils who had participated in matches and competitions were increasingly playing cricket informally at lunchtime, which hadn’t previously occurred. One school emphasised the consistent attendance to the after school cricket club as a result of the inter-school competitions. Pupils were keen to play in the cricket matches and consequently attended as many sessions as possible to ensure they got selected to play. This taught pupils to be committed and work hard to gain selection, in addition several pupils learnt to persevere if they did not make the team. Furthermore, teachers indicated that pupil’s personal organisation skills improved since their involvement in competitions and tournaments. Teachers explained that

pupils found out details of forthcoming competitions and ensured all players knew the details of matches; this was something that teachers had not observed to a great extent in other sports competitions.

“the pupils are so keen to play games, they sort most of it out themselves, usually it’s left to me to chase pupils but not with cricket” (Teacher, 2011).

“You can just see that the pupils have a grasp of the rules and the understanding of the game. The pupils have a good grasp about honesty and fair play as well. I can’t think of any examples where kids have deliberately tried to cheat in festival and games that I have been to there has been a really good sportsmanship and respect for each other across the board” (Teacher, Case Study D)

Overall teachers considered cricket an effective method of engaging pupils and this had been effective in raising self esteem which has been transferred into other areas of the curriculum. As one teacher concluded:

“What we are trying to do is find something that children are good at and therefore raise their self-esteem whether that be in cricket or art and that gives them a more positive self image and that then will hopefully transfer onto their other areas of learning” (Primary head teacher, post delivery Case Study C).

3. Synergy between Chance to Shine and government priorities

3.1 Introduction

This section summarises the findings generated relating to how Chance to Shine contributes to the delivery of some key government objectives.

3.2 'Big Society'

In May 2010 the new coalition government came into office with aspirations to create a 'big society' with less state intervention and more localised decision-making (localism) and, "a 'post-bureaucratic' society in which people ask less of the state, looking after each other informally as family, friends and neighbours, or more formally as community activists, volunteers, and social entrepreneurs" (Rogers, 2010: 1). Developing a culture of volunteering and social responsibility amongst communities is key to the success of the 'big society.' Chance to Shine and StreetChance are both programmes that sit well with the current government agendas and both have much to contribute to delivering 'big society' aspirations. Some of the ways in which the programmes are contributing to 'big society' ambitions are by enhancing community cohesion, developing young peoples' skills leading to greater opportunities and by creating opportunities for volunteers.

- **Enhancing community cohesion**

Chance to Shine is an inclusive programme which promotes social integration of young people. Cricket can act as point of shared interest encouraging young people to interact in the broader community, often with people from different social backgrounds. Importantly, Chance to Shine provides equality of opportunity and provides opportunities to boys and girls, as well as those with special needs. As teachers highlighted:

"One visually impaired pupil has found great success and enjoyment from playing and following cricket. His attendance has improved as well as integration with other pupils and staff." (Teacher, 2011).

"For many of my female pupils in particular, Chance to Shine has greatly improved their active participation within PE, and their skill levels have greatly improved as well. Many are looking to now attend club sessions having never previously attended any sports club" (Coach, 2011).

“Children enjoy playing in competitions. As a small school it is good to give the pupils the opportunity to meet other children particularly at the festivals” (Teacher, 2011).

“Chance to Shine has seen the greatest improvement for pupils who have English as a second language, or have recently moved schools. They have shown commitment and drive in Chance to Shine and thereafter PE, therefore integrating them more into the school” (Coach, 2011).

In addition, Chance to Shine provides young people from disadvantaged backgrounds with an important form of organised social activity. Cricket offers individuals an opportunity to identify and work as part of a team giving young people an opportunity to generate comradeship, a sense of identity and a feeling of ‘belonging’.

“(Chance to Shine) has boosted team spirit and helped give children a sense of belonging. It has helped children to encourage one another, rather than moan when things are not going their way. Individuals are beginning to understand that achievement is easier when you work together” (Teacher, 2011)

“It has allowed children other than ‘the footballers’ to have a chance to represent the school, making them feel more part of sport in the school bringing the children closer together” (Teacher, 2011)

- **Development of young peoples’ skills leading to greater opportunities**

There is evidence that Chance to Shine encourages some broader social outcomes, such as an improved attitude to learning amongst young people. As one teacher stated:

“Some pupils say they find learning boring, when we used cricket in some of our other subjects such as in maths after they had the coaching sessions, this made learning more fun and the children were keener to learn” (Teacher, 2011).

Participation in sport can lead to the development of certain physical skills which facilitate the move to a professional career (both inside and outside sport) because it develops attitudes to learning and patterns of behaviour that are very highly valued in the workplace.

Through Chance to Shine many young people have found a role within the team that they can excel at, for example, catching, bowling, and fielding. This has meant those young people who are less talented have improved their social status within the team

and may have experienced an increase in self esteem. Female pupils reported a stronger sense of identity and self direction as a result of their engagement in cricket and involvement in the Chance to Shine programme.

“The schools has developed a girls cricket team who have competed - really raised self esteem and confidence and team work“ (Teacher, 2011)

Chance to Shine has demonstrated a number of educational outcomes delivered through the competitive fixtures that form part of the programme. Pupils have developed important life skills such as leadership, teamwork and cooperation, through their participation in cricket. Involvement in cricket had also taught young people how to win, to lose, and cope with setback. As one teacher highlighted:

“Chance to Shine competitions had a positive impact - they develop the skills of being graceful winners and runners up. They practise their communication and team work skills and they consider what they need to do next time to improve” (Teacher, 2011).

“Chance to Shine has developed leadership skills in some year 6 and secondary school children by involving them in teaching younger students, this has helped some students to really shine and show skills that they might not have shown in ordinary lessons” (Coach, 2011).

“There is one boy who was bowled out four or five times in a row and he took it really well, he learnt how to deal with this though and came back and in the next competition and played really well” (Teacher, 2011).

“The programme has had a positive impact - they develop the skills of being graceful winners and runners up. They practise their communication and team work skills and they consider what they need to do next time to improve” (Teacher, 2011).

Teachers also indicated that the Chance to Shine programme had demonstrated improvements in pupil attendance, behaviour and attitude towards school. Furthermore, Chance to Shine had encouraged cross curricular links. Teachers reported using cricket to link with other subject to make lessons more varied. These included: Maths – percentages, angle (bowling, batting, throwing) for data handling e.g. mean median mode; English – cricket matches used to write match report; ICT- designing spreadsheets for scoring; Science - health & nutrition; forces; and Citizenship – resolving conflict, decision making.

The web-based educational resource CricEd provides cricket-themed (Key Stage 2 & 3) lessons that are both cricket related and educational. This has been used by teachers to enhance pupils’ literacy, numeracy and IT skills. In the 2011 teacher

survey, 19% of primary and 14% of secondary teachers indicated that they had used the CricEd resource.

- **Increased volunteering**

Due to the increase in club members as a result of the Chance to Shine programme, there is evidence of an increase in volunteers at some cricket clubs, particularly parent volunteers. Volunteers are encouraged to support coaching activities and assist in administration. The presence of volunteers in clubs and groups enables them to function successfully and, in some cases, to exist at all. Project Managers involved in the Chance to Shine programme have emphasised the reliance on volunteers to help the development and growth of cricket clubs. Volunteers contribute significantly to the value of clubs' work, income and financial welfare, and to building and enhancing their profile and reputation.

“It’s (the Chance to Shine programme) actually provided more coaches because a lot of the parents seeing the good work we do have actually volunteered and taken their own coaching qualifications”
(Project Manager, Case Study A).

The increase in the number of volunteers in local clubs is an example of local people contributing to their community and is therefore very consistent with the aims of Big Society.

3.3 Other government agendas and initiatives

Despite the economic pressures facing the current government as reflected in the Comprehensive Spending Review (H.M. Treasury, Spending Review (2010) , young people’s involvement in sport remains a key priority for the government. The Secretary of State for Culture, Media and Sport, Jeremy Hunt, has, on a number of occasions, emphasised ‘how incredibly powerful it [sport] is as a tool to inspire young people’¹ while the Minister for Sport, Hugh Robertson, announced that he and his Department wanted ‘to be judged on whether we have extended the opportunities available through sport to a maximum number of people. It is all about getting more people to play sport. ... I just want everyone to have the opportunity of taking part.’². This government has a particular focus on competition and aims to further revive the opportunities for young people to take part in competition as reflected in the launch of the School Games in 2011. The Chance to Shine programme places a key emphasis on participation in competitive cricket. This complements the government aim of encouraging more competitive school sport particularly through providing increased

¹ Quoted in The Guardian newspaper, 29th March 2011.

² Quoted in The Independent newspaper, 23rd May 2010.

opportunities and by encouraging young people who would not previously have taken part to get involved.

- **Increased competitive opportunities**

Since the introduction of the Chance to Shine programme there has been an increase in the number of competitive cricket fixtures at both primary and secondary level. Teacher survey findings indicated that the average number of competitive cricket matches or tournaments played in schools had doubled since the introduction of Chance to Shine. Throughout the Chance to Shine programme young people are given opportunities to participate in competitive fixtures, motivating and enthusing young people to continue involvement in cricket.

“The pupils have enjoyed the competitive aspect of the Chance to Shine programme. It has enhanced their confidence and improved behaviour because they want to learn and build up on their skills” (Teacher, 2011)

“It is an excellent programme which has greatly benefitted pupils, teachers and the cricket clubs in our area. For many pupils it is an open door to playing competitive sport outside school for the first time” (Coach, 2011).

Cricket competition programmes established through Chance to Shine are all inclusive and open to all young people. Teachers reported pupils participating in cricket competitions delivered through the Chance to Shine programme who have never previously represented the school in any competitive fixtures for any sport. This complements the government’s ‘Schools Games’ programme, in which the focus is on encouraging participation in competitive sport across the spectrum of abilities and experience. Chance to Shine focuses on grassroots participation in cricket, allowing the more able children to progress on to club participation, thereby promoting competitive sport at all levels of ability not just elite sport.

“It (the Chance to shine programme) opens up opportunities for all to succeed in sport and increases the enthusiasm for the game. Therefore encourages them to further their cricket into local clubs. Provides an opportunity to continue feeding young children into cricket” (Coach, 2011)

Chance to Shine holds a number of cricket festivals allowing pupils the opportunity to compete in intra- and inter-school competition. This supports the government aim of encouraging young people to compete at intra-school and inter-school levels. The Chance to Shine programme helped teachers to hold competitive games in their own schools, and allowed pupils to experience formal competitive cricket played against other schools.

“Our Year 5 festival has run for the past three years, before Chance to Shine it was relatively difficult to get teams playing in it, relatively difficult to get schools to commit to bringing pupils to the festival. Since we have had Chance to Shine in place we have had at least two teams from every school attend the festival” (SSCo, 2011).

On 23rd June each year the Chance to Shine programme holds a Brit Insurance National Cricket Day. This is a day of cricket-themed activity, both in the classroom and in the playground for primary and secondary schools across England. One element of the day involves cricket competitions between classes and other local schools. Again, this aspect of the Chance to Shine programme inspires young people to take part in competitive sport. In addition to the competition programme through Chance to Shine, the initiative also provides a grant for the installation of facilities such as a non turf pitch. Opportunities such as this enable more competitive fixtures to be played.

- **More young people competing**

The Chance to Shine programme provides a clear pathway of opportunities for young people to fulfil their sporting potential. Throughout the case study visits, it was continually evident that many young people had not experienced playing cricket prior to the introduction of the Chance to Shine programme. Many young people had been taught striking and fielding skills through other activities such as rounders. Chance to Shine improved cricket participation rates among children at schools, and as a result of this pupils progressed to attend community cricket clubs.

“We have children who haven't played cricket before loving it. The club has gained newcomers because existing members love it. We have now less able/active children participating. They love it” (Teacher, 2011).

Reference:

Rogers, B. (2010) Cameron's Speech Strongest on Big Society, *The Financial Times*, London.

http://www.ft.com/cms/s/0/4dc03ba8-d151-11df-8422-00144feabdc0,_i_email=y.html (accessed 18 October 2011)

H.M. Treasury, Spending Review (2010)

http://cdn.hm-treasury.gov.uk/sr2010_complereport.pdf (accessed 18 October 2011)

4. Summary of Key Findings

A summary of the key findings relating to the competitive opportunities and broader outcomes achieved through the Chance to Shine programme are shown below:

- Both teachers and pupils valued opportunities to participate in both inter- and intra-school competitive cricket matches.
- Teachers felt that inter-school competition had been beneficial as it enabled pupils' to put skills learnt in Chance to Shine sessions into practise in a competitive game situation. Teachers highlighted that this had developed pupils confidence playing cricket.
- Inter-school competition had given pupils the opportunity to socialise with pupils from different schools. A number of pupils explained they developed friendships through their participation in cricket competitions and tournaments.
- One teacher felt that giving pupils the opportunity to play inter-school competition at club venues had helped break down barriers for pupils from lower socio-economic backgrounds.
- Despite the value of inter-school competitions, teachers identified a number of constraints to schools involvement, these included: teachers encountering difficulties finding sufficient time for the organisation of competitions; transport costs associated with taking pupils to different venues to play; and limited access to facilities.
- Intra-school competition was considered beneficial as it enabled teachers to modify activities to facilitate the inclusion of all pupils and create a non-threatening, friendly competitive environment.
- Pupils' cricket skills had greatly improved through the competitive opportunities offered by Chance to Shine.
- Benefits of the increase in competitive opportunities to pupils included: general raising of the profile of cricket; raised profile of cricket in the playground; enabled pupils to gain a more in-depth understanding of the game particularly the rules and scoring systems employed; developed pupils competitiveness; encouraged fair play and team spirit; and increased school to club transition.
- Teachers highlighted that participation in Chance to Shine had encouraged positive changes in pupils in the classroom context, in particular the development of important life skills such as learning how to win, to lose and to cope with setbacks.

- After pupils played cricket at break and lunchtimes, teachers commented that pupils appeared calmer and there was less conflict when pupils re-entered the classroom compared to when pupils had been playing other sports.
- A number of skills learnt in the competitive environment had been transferred back into the classroom, these included: general sportsmanship conduct; improvements in self esteem through pupils success in cricket; improved classroom behaviour; teamwork skills; improved consideration for other class members in classroom based subjects; and the development of new friendship groups in the classroom.

Concluding Comments

“I think overall the (Chance to Shine) scheme is the best sports scheme that I’ve ever been involved with, and I’ve been involved with a few over the years. Most of the time, of course what happens is they’ve been done by sponsorship with a company and then the company loses interest after a couple of years and the scheme stops. But that hasn’t happened with Chance to Shine. Obviously it’s had its issues and its frustrations but I think it’s been an extremely good scheme as far as we’re concerned for sure” (Project Manager, 2011).

“I think it (Chance to Shine) has been brilliant. Of all the schemes, projects and resources that have been put into schools in the recent past, I think this is the best one in terms of its organisation and in terms of its impact” (SSCo, 2011).

“I’ve been teaching 30 years in primary and secondary education specialising in physical education, Chance to Shine is head and shoulders above any other sports development programme that I have been involved with in schools, I really believe that” (Teacher, 2011).