

## Chance to Shine Secondary School Girls Programme

### Final Evaluation Report: 2019

#### Appendix D: Case Studies



## About *spear*

The Centre for Sport, Physical Education & Activity Research (*spear*) is located within the Faculty of Social & Applied Sciences at Canterbury Christ Church University. *spear* undertakes a range of evidence-led analyses, from critical commentaries and reflections on current policy and practice, to commissioned research, evaluation and consultancy.

The Centre's research is funded by a range of national and international funders such as the International Olympic Committee, World Health Organisation, Terre des Hommes, Department of Health, Department for Education, English Federation of Disability Sport, Mencap, Access Sport, Youth Sport Trust, UK Sport, Sports Coach UK, Sport England and Sport Wales. Recent work has focused on sport, physical activity, health and wellbeing in schools and communities.

Research conducted by *spear* has helped guide and inform public policy by contributing to the wider evidence base used by policy makers, providing a rationale for government and commercial investment, and steering programme improvements that enhance the experience of practitioners and participants.

The Centre for Sport, Physical Education & Activity Research (*spear*)  
Canterbury Christ Church University  
North Holmes Road  
Canterbury, Kent, CT1 1QU  
Tel: 01227 922680  
email: [spear@canterbury.ac.uk](mailto:spear@canterbury.ac.uk)  
[www.canterbury.ac.uk/spear](http://www.canterbury.ac.uk/spear)  
Twitter: [@spear\\_news](https://twitter.com/spear_news)

Report Author: Dr Abby Foad  
Project Team: Dr Abby Foad, Karley Hubbard, Dr Katrina Taylor, Stacey Draper, Shelley Pletsch, Professor Mike Weed & Professor Jan Burns

Project Rugby evaluation undertaken by *spear* and commissioned by Premiership Rugby. Report produced by *spear*.

June-September 2019

## Chance to Shine Secondary School Girls Programme



Somervale School, Somerset  
July 2019

## About *spear*

The Centre for Sport, Physical Education & Activity Research (*spear*) is located within the Faculty of Social & Applied Sciences at Canterbury Christ Church University. *spear* undertakes a range of evidence-led analyses, from critical commentaries and reflections on current policy and practice, to commissioned research, evaluation and consultancy.

The Centre's research is funded by a range of national and international funders such as the International Olympic Committee, World Health Organisation, Terre des Hommes, Department of Health, Department for Education, English Federation for Disability Sport, Access Sport, Youth Sport Trust, Sport England and Sport Wales. Recent work has focused on sport, physical activity, health and wellbeing in schools and communities.

Research conducted by *spear* has helped guide and inform public policy by contributing to the wider evidence base used by policy makers, providing a rationale for government and commercial investment, and steering programme improvements that enhance the experience of practitioners and participants.

The Centre for Sport, Physical Education & Activity Research (*spear*)  
Canterbury Christ Church University  
North Holmes Road  
Canterbury, Kent, CT1 1QU  
Tel: 01227 922680  
email: [spear@canterbury.ac.uk](mailto:spear@canterbury.ac.uk)  
[www.canterbury.ac.uk/spear](http://www.canterbury.ac.uk/spear)  
Twitter: [@spear\\_news](https://twitter.com/spear_news)

Chance to Shine Secondary School Girls evaluation undertaken by *spear* and commissioned by Chance to shine. Case study produced by *spear*.

Author: Dr Katrina Taylor  
Project Team: Dr Abby Foad, Karley Hubbard, Dr Katrina Taylor, Shelley Pletsch, Stacey Draper & Professor Mike Weed

July 2019

## Context & Reasons for Engagement

Somervale school is a mixed comprehensive secondary school located in Midsomer Norton, Somerset. The school is small in size, with just 500 pupils across years 7-11. Cricket is played outside on a large astro turf pitch, and the sports hall is available as an alternative to enable wet weather play.



Traditionally, the main focus of girls PE during the summer term has been striking and fielding games such as rounders, however PE teacher Jen Gilbert wanted to promote cricket as an additional option to girls. As such, this is the first year that cricket has been included in the girls' PE curriculum at Somervale. The school is well located with a number of local cricket clubs offering junior programmes and women's sides, one of which Jen herself has joined in order to upskill in preparation for teaching the sport.

## Snap Shot of Programme & Activities

The Chance to Shine provision included taster sessions within the curriculum for year 7, 8 and 9 pupils, reaching around 100 pupils. An afterschool club, open to girls from all year groups, was running throughout the summer term. A leadership training course was delivered to 18 girls. These girls were selected from the year 10 sport leader cohort who have been taking part in leadership activities throughout the year. Since training, they have been involved in helping with primary cricket activities, supporting scoring and umpiring for a cricket festival at the local club.



Each week the Chance to Shine afterschool cricket club engages about 15 girls. Due to exam commitments, these were mostly year 7, 8 and 9 girls, although some year 10 leaders also attended. The afterschool club was advertised by the PE staff, and through word of mouth. Coach Jan Godman delivered all of the afterschool sessions and focussed on making sessions enjoyable while building a rapport with the girls. The one hour sessions consisted of a targetted practice on batting, bowling or fielding skills, and finished with an adapted game of cricket. During game play, all girls were encouraged to make at least one attempt at overarm bowling, rather than underarm, which many were more comfortable with. Girls who had trained as leaders were given supporting roles during the afterschool club, such as helping the coach to organise teams or set up activities.

“

*I love the sport in general, batting, bowling and fielding really, you're always doing something you're just active and moving about.*

Afterschool club participant

“

*Some people came with no experience and they can now bowl and bat a few hard balls and stuff.*

Afterschool club participant

“

*Where else can girls sit for half of the game and chat to their friends, if they like that.*

Jan Godman, Cricket Coach

“

*Club is quite sociable to. You're with your friends and you're learning new things so you can get better. I've made new friends too.*

Afterschool club participant

“

*Bring your PE kit and come along!*

Afterschool club participant

“

*Cricket is a really enjoyable sport, it's really active but at the same time you can have a rest, and there's always something to do.*

Afterschool club participant



## Impact of the Programme

With support from Somerset County Cricket Board the afterschool club has been a great success with the girls, particularly as there was not enough interest to establish a cricket club for boys at Somervale this year. Despite being a small school, the girls have played competitively against other much larger schools, and would like to take part in more matches.



### Participation

The programme has helped to maintain participation in sport for girls throughout the summer when many of their winter sports are off season. As a result of the year 10 leadership training, there has been maintained participation in sport at Key Stage 4, which is noteworthy as involvement typically tends to drop off after Key Stage 3.

#### Key impacts of leadership training:

- Increased self-confidence
- Development of leadership skills to use with primary school children
- Sense of satisfaction when imparting skills to younger players
- Inspired younger girls to want to be leaders next year

#### Key impacts for participants:

- Improved skills and confidence in batting, bowling and fielding
- Integration of girls from all year groups
- Enjoyment of cricket and desire to play more
- Desire to improve and compete

### Teaching

Within the curriculum, Jen included 2 weeks of cricket activities last year, and took some girls to watch a Women's World Cup match. Due to added interest in cricket, curriculum delivery was increased to 3 weeks this year, and she intends to deliver 4 weeks next year.

For teaching PE, the sessions have been useful for Jen, who has had the opportunity to gain insight and ideas for cricket delivery from an experienced female coach. She is putting what she has learned into practice during PE lessons, afterschool club sessions and also as a player and reports a big increase in her own confidence. One of Jen's key tips for sustaining and embedding cricket in schools is to 'know what you're talking about'!

“

*The coach explains everything really clearly, and all of the activities work on different skills.*

Afterschool club participant

“

*Compared to my outside of school club, this club allows more practice of everything – batting and bowling, so I can keep getting better.*

Afterschool club participant

“

*It's helped improved my confidence. If I go into something with sport, it will probably be with younger children, so I can use the leadership skills I've learned with the kids.*

Year 10 leader

“

*It's stopped me from just sitting at home after school. It's just enjoyable, it makes me happy.*

Afterschool club participant

“

*I definitely want to be an activity leader next year.*

Afterschool club participant

## Next Steps / continuing cricket



All of the girls at the afterschool club would like the opportunity to take part in more competitions as a team. Jen hopes to be able to use the sports leaders in a more supportive role in running the afterschool club next year, in the hope to maintain interest and participation. Many of the girls who are currently in year 9, look forward to the opportunity to become sports leaders themselves next year.

The coach, Jan, suggested that continuing to involve multiple schools in local festivals would be a great way to maintain participation and to 'keep girls playing' as 'they enjoy just throwing and hitting'. She suggested that the town of Midsomer Norton, supported by the local clubs and secondary schools, could be an ideal location to develop a successful cricket hub within Somerset.

### Widening participation

Cricket was enjoyed by all of the girls who attended the afterschool club, and the teacher had very positive feedback about the taster sessions and leadership sessions too. When girls were asked why more girls didn't engage in cricket, it appeared that the consistent reason for this was that some girls are 'not really sporty' and 'don't like doing any sports'.



### Transition to local clubs

Of the girls attending the afterschool club, a few were already attending an external club prior to Chance to Shine at school. One girl has been playing for a Junior girls' team since primary school, and since, the afterschool club has persuaded some of her friends to come along with her. Another had joined a boys' team at a time when a local girls club was not available. She said that she would be interested to go along to play in a girls' team, but also didn't mind playing with the boys.



When asked if they would join a cricket club outside of school, for most of the girls, the only thing stopping them was time. Many of the girls were already committed to playing netball, football or hockey and did not feel they have the time for an additional sport. They did suggest that they would play more cricket if the 'afterschool club session was longer', or if they had the chance to play at lunchtime too.

“

*I enjoy cricket in general, it's just good fun.*

Afterschool club participant

“

*I would like to see more people here, and I'd like just as many girls to come along as we get older. All my friends still want to play.*

Afterschool club participant

“

*I took up cricket to develop my CPD... now everything Jan is doing, I'm taking away and trying to implement myself.*

Jen Gilbert, PE Teacher

“

*If I left during the session their motivation would drop a bit, so it helps with my presence being around. Don't leave it just to the coach!*

Jen Gilbert, PE Teacher

## Top Tips

### 1) Establish a connection with local clubs

Introduce girls to people from local clubs. The coach, Jan, coaches at a local club, while PE teacher, Jen, plays for a local ladies team. The girls commented that they would be happy to go along to one of the local clubs, as they know there would be a familiar face there to greet them. Some of the players who already play at local clubs had persuaded their friends to join too. Girls should be encouraged to take a friend along too.



“

*Find the influential kids who can encourage more participation from others, if some decide to come it's like a domino effect. Some of the girls sent out messages on social media and snap chat.*

Jen Gilbert, PE teacher

“

*It is a really nice sport, there's no roughness in it, and other sports are more rough.*

Afterschool club participant

### 2) Include cricket in the girls' curriculum

Ensure that cricket in the curriculum is fun and enjoyable, and that girls get the chance to have a go. At present, as is the case in many secondary schools, cricket within curriculum PE has been primarily limited to the boys, while the girls play alternative summer games. Including cricket for girls within PE lessons would ensure that all girls had the opportunity to try out the sport, and may increase participation outside of lessons. The within timetable taster sessions were positively received by pupils and a great way to introduce the sport so the girls wanted to play more cricket afterschool.



“

*In the teams everyone knows each other, they're always cheering people on, or lifting them when they're down, telling everyone 'we can do this' if we're losing.*

Afterschool club participant

“

*Girls need to have a point of contact so it's very good they have a PE teacher at the club. They have to take a friend because that's important, and they have to like the coach.*

Jan Godman, Cricket Coach

### 3) Maximise time spent playing school cricket

Offer the opportunity for girls to get involved in cricket festivals and matches as players or leaders. The girls expressed a wish to play in more matches against other schools and would like to play more competitive cricket. They also said they would play more cricket if the afterschool club lasted longer, and suggested a 90-minute session would be better than an hour. Not all girls are able to increase their participation into external clubs, however the opportunity to play through school should be maximised when possible.





## Chance to Shine Secondary School Girls Programme



Bishop Challoner Catholic College, Birmingham  
July 2019

## About *spear*

The Centre for Sport, Physical Education & Activity Research (*spear*) is located within the Faculty of Social & Applied Sciences at Canterbury Christ Church University. *spear* undertakes a range of evidence-led analyses, from critical commentaries and reflections on current policy and practice, to commissioned research, evaluation and consultancy.

The Centre's research is funded by a range of national and international funders such as the International Olympic Committee, World Health Organisation, Terre des Hommes, Department of Health, Department for Education, English Federation for Disability Sport, Access Sport, Youth Sport Trust, Sport England and Sport Wales. Recent work has focused on sport, physical activity, health and wellbeing in schools and communities.

Research conducted by *spear* has helped guide and inform public policy by contributing to the wider evidence base used by policy makers, providing a rationale for government and commercial investment, and steering programme improvements that enhance the experience of practitioners and participants.

The Centre for Sport, Physical Education & Activity Research (*spear*)  
Canterbury Christ Church University  
North Holmes Road  
Canterbury, Kent, CT1 1QU  
Tel: 01227 922680  
email: [spear@canterbury.ac.uk](mailto:spear@canterbury.ac.uk)  
[www.canterbury.ac.uk/spear](http://www.canterbury.ac.uk/spear)  
Twitter: [@spear\\_news](https://twitter.com/spear_news)

Chance to Shine Secondary School Girls evaluation undertaken by *spear* and commissioned by Chance to shine. Case study produced by *spear*.

Author: Dr Katrina Taylor  
Project Team: Dr Abby Foad, Karley Hubbard, Dr Katrina Taylor, Dr Kristy Howells, Shelley Pletsch, Stacey Draper & Professor Mike Weed

July 2019

## Context & Reasons for Engagement



Bishop Challoner Catholic College is a mixed comprehensive secondary school located in the Kings Heath area of Birmingham. The school has 1200 pupils across years 7-13 and hosts pupils from a range of demographic backgrounds. The school is situated just off the main high street for Kings Heath, in a busy, built up urban area and cricket is played on the school playground.

Despite being located just 2 miles from Edgbaston Cricket ground, which hosts international fixtures, the main focus of girls PE during the summer term has been striking and fielding games but has not included cricket. The school have an impressive programme of extracurricular activities running both on and offsite on offer each term, and were keen to expand the cricket on offer with some professional coaching. There are a number of local cricket clubs in the area which are open to women and girls.

### Key impacts of afterschool club

“

*It's a good sport to get active, you can run and its high intensity, but then you've got breaks as well.*

Afterschool club participant

“

*It's a team game, but you also have to be good individually. So you can use your own skills but you also have to be good as a team.*

Leader

“

*The girls were really happy and excited when they got back. There was a lot of new ideas. It was a lot for them to take in, but they've now had the chance to go through that information a bit more.*

PE Teacher

“

*Its good because you get to communicate with other year groups that wouldn't usually speak to*

## Snap Shot of Programme & Activities

The key focus of the Chance to Shine provision at Bishop Challoner was the leadership branch of the programme. Year 9 girls were selected by the PE staff to attend the leadership training. These were girls who were deemed likely to engage in GCSE or BTEC PE next year, in the hope to provide them with added confidence and valuable experience to progress with their studies. The schools in Warwickshire were pooled together and the selected leaders attended a combined training day at the University of Birmingham. Feedback from this day was incredibly positive and all the girls reported that it was fun and engaging as well as very useful.



Each week the Chance to Shine afterschool cricket club engages about 10 girls. Most of these are year 9 leaders, but some year 7's and 8's have come along to participate. The girls take it in turns to deliver 10 minute coaching activities in pairs, each selecting a different focus of the game as the theme of their session. The girls were given copies of the Chance to Shine activities hand book on their training day. This allows them to focus their efforts on delivery, as they don't have to worry about creating a session plan. While they delivered the described activities stringently in the first few sessions, the coach commented on how they started to use initiative and adapt activities and games based on their own ideas and the ability of the players. After each micro-coaching session, the coach and players would offer the leaders feedback on delivery style and activities.

## Impact of the Programme

PE teacher Hayley Hunter reports that before the programme the girls didn't have much interest in cricket. They were much more into invasion and team games, and viewed cricket more as an individual sport. Now, they are much more positive towards cricket and are gaining some key transferable skills.



### Leaders

The leaders have had the opportunity to put their leadership training into practice each week. Coach Andy Turnbull reported how much their



confidence and effectiveness as leaders had improved over the course of the programme compared with the first week. The girls have worked in pairs or small groups to develop and deliver their sessions and have demonstrated an ability to adapt sessions based on the needs of the players. The girls reported that they 'enjoyed leading just as much as playing'. They said that they felt more confident and that leading is something they would like to do more of in the future.

### Key impacts of leadership training:

- Increased confidence in delivery
- Improvements in coaching, leading and delivery style
- Learning skills that can be transferred to other sports and situations
- Gained experience working as a team

### Participants

The younger students enjoyed being led by their older peers. They liked the variety that the sessions offered as they were able to practice different skills and the sessions were mostly designed around short games.

### Key impacts on participants:

- Integration of different year groups
- Improved game skills, batting, bowling and fielding in cricket
- Enjoyment of cricket and desire to play more
- Desire to improve and compete



### Key impacts of leadership training

“

*The girls have had the chance to be independent within a team to deliver the session. I've had very little input in terms of what they're delivering.*

Andy Turnbull, Cricket Coach

“

*I learned how to plan a lesson and how to make it easy. Now I know how to make it easier and to organise and simplify the activity.*

Leader

“

*Having confidence to actually speak to people. We now know not only how to play the game, but actually how to deliver it to people. That really helped.*

Leader

“

*Training was very informative he showed us lots of activities to do with people.*

Leader



## Next Steps



The school are intending to include cricket in curriculum PE for girls next year, which will increase exposure to the game and encourage attendance to the afterschool club. The afterschool club ran for the second half of the summer term on a Wednesday afternoon and by this time, some pupils had already committed to different afterschool clubs. The staff suggest that to have the best success in terms of attendance numbers, a club really needs to start straight after Easter. Many of the girls who did attend said that they had chosen to do cricket over another sport, but would prefer to have the club on a different day so they didn't have to choose.

### **Widening participation**

Bishop Challoner host a GLAMs (Girls Leadership and Marketing) club, and its members have previously been involved in arranging a girls' dodgeball event to encourage female participation in physical activity. Some of the leaders who also attend the club, suggested they may host a similar event to promote physical activity through cricket in the future. According to PE staff, getting the girls to promote a club themselves was likely to result in more pupils coming along than if PE staff were promoting it. Coach Andy Turnbull has noted an increase in female interest and participation in cricket since England hosted and won the Women's cricket World Cup in 2017, however states that even with increased exposure in schools, the cost to the game still appears to be a barrier for many.

### **Transition to local clubs**

When asked if they would be interested in joining a local cricket club outside of school, most of the girls responded that this would not be possible for them due to existing commitments to other sports and clubs, resulting in a lack of time. Many of the girls were already playing netball outside of school, in addition to other afterschool clubs on most days of the week. Two leaders, who have enjoyed playing in the school cricket team since year 7, said that more cricket would be of interest to them, and one of the girls was likely to join the club that her brother already attends.



Warwickshire Cricket Board have a well-established system in place where coaches can offer vouchers to players for 2 free taster sessions at clubs in the county. The coach had made the girls aware of the clubs local to them, and offered them the vouchers should they wish to try out one of the local clubs. Some of the fixtures the girls have played for the school team are hosted at a local cricket ground, meaning that the girls are familiar with the club environment, and would know where to go if they did wish to play more.

“

*I've learned a lot of leadership as well. In year 7 and year 8 I wouldn't have been confident to lead but now I am.*

Leader

“

*It's fun, because they [the leaders are kids like us they make it fun.*

Afterschool club participant

“

*I would play more if more of our friends did it with us.*

Afterschool club participant

“

*The training course was really good, we got to learn things that we'd teach to younger kids. Most of the things that we're doing at the afterschool club are the things that we did at the training day.*

Leader

## Top Tips

### 1) Consider combining schools to deliver leadership training

Run leadership sessions for multiple schools at the same time. The girls enjoyed going offsite for the day and this made the experience feel more mature and they took it seriously. The girls felt proud that they had been chosen to take part and their confidence was boosted, knowing they had been selected by their teachers as good candidates for the roles. They had the chance to meet new people and interact with peers.



“

*Have a go, get stuck in and give it your best shot*

Andy Turnbull, Cricket Coach

“

*Getting the students to promote it. If it comes from them it doesn't make it as scary. I get the girls to promote. They tend to be more intrigued if the older years are asking them rather than teachers promoting.*

PE Teacher

### 2) Encourage girls to take ownership of the club



Encourage the girls to recruit players to the club themselves with support from PE staff. Girls may be more encouraged by their peers and younger girls are likely to listen to the girls from older year groups. The benefits and positives of coming to a cricket club are likely to be more valuable when explained by fellow pupils, rather than the opinions of their teachers. They could spread the information by word of mouth, social media or create some marketing materials themselves.

“

*I would like to play more and compete more now.*

Afterschool club participant

“

*Tasters should be engaging and fun, let them have a go at loads of things in those sessions. Short sharp games so they can have a try.*

Andy Turnbull, Cricket Coach

### 3) Provide leaders with session resources

Give leaders access to planning materials. The girls at Bishop Challoner were given packs of session plans, including teaching points and activities for the key skills involved in cricket. This meant that they could focus on delivery, and were confident in the activities they were running. As they gained more experience they were able to adapt the ideas in the session plans, but they did not have the added burden of trying to plan sessions and make up games from scratch each week.



## Chance to Shine Secondary School Girls Programme



Millais School, Horsham

July 2019

## About *spear*

The Centre for Sport, Physical Education & Activity Research (*spear*) is located within the Faculty of Social & Applied Sciences at Canterbury Christ Church University. *spear* undertakes a range of evidence-led analyses, from critical commentaries and reflections on current policy and practice, to commissioned research, evaluation and consultancy.

The Centre's research is funded by a range of national and international funders such as the International Olympic Committee, World Health Organisation, Terre des Hommes, Department of Health, Department for Education, English Federation for Disability Sport, Access Sport, Youth Sport Trust, Sport England and Sport Wales. Recent work has focused on sport, physical activity, health and wellbeing in schools and communities.

Research conducted by *spear* has helped guide and inform public policy by contributing to the wider evidence base used by policy makers, providing a rationale for government and commercial investment, and steering programme improvements that enhance the experience of practitioners and participants.

The Centre for Sport, Physical Education & Activity Research (*spear*)  
Canterbury Christ Church University  
North Holmes Road  
Canterbury, Kent, CT1 1QU  
Tel: 01227 922680  
email: [spear@canterbury.ac.uk](mailto:spear@canterbury.ac.uk)  
[www.canterbury.ac.uk/spear](http://www.canterbury.ac.uk/spear)  
Twitter: [@spear\\_news](https://twitter.com/spear_news)

Chance to Shine Secondary School Girls evaluation undertaken by *spear* and commissioned by Chance to shine. Case study produced by *spear*.

Author: Dr Katrina Taylor  
Project Team: Dr Abby Foad, Karley Hubbard, Dr Katrina Taylor, Dr Kristy Howells, Shelley Pletsch, Stacey Draper & Professor Mike Weed

July 2019



## Context & Reasons for Engagement



Millais school is a popular girls secondary school located in a suburban area of Horsham. The school welcomes 1500 pupils from Horsham and surrounding villages across years 7-11. The pupil demographic is largely affluent, and access to pupil premium support is lower than average. The school supports a range of sporting and non-sporting extracurricular

activities and is equipped with spacious and modern facilities, including a large astro-turf, a field and indoor sports hall. Many of the pupils engage in a number of sports and activities both inside and outside of school on a weekly basis, and the school were keen to increase their offering of cricket activities during the summer term. At present, cricket is included in the PE curriculum for all year groups.

“

*Everyone seems to pull together and work together, support each other and motivate each other. It's a really good game.*

PE Teacher

“

*There are so many benefits from cricket; working in a team, having fun, a release from other things.*

Coach

“

*The girls had already done a sports leaders course, so had already covered some of the content of the leadership course, but it was still good to have a good refresher.*

PE Teacher

“

*Some clubs are quite serious, but this one is quite chilled out. We're still doing it, but they're making it more fun so we're really enjoying it.*

Afterschool Club Participant

“

*I've had lots of good feedback from parents as well saying that they're really enjoying the cricket opportunities.*

PE Teacher

## Snap Shot of Programme & Activities

The key focus of the Chance to Shine provision at Millais school was to increase the provision of enjoyable and accessible cricket activities for pupils across all year groups. Coach, Ellen Burt, appointed by Sussex county cricket board, is a former England Women's cricket team player and current Sussex Ladies 1<sup>st</sup> team player. Ellen is very popular with the girls, and perceived as a role model by many.

Each week the Chance to Shine afterschool cricket club engages about 30 girls, with a mixture of ages from years 7-10. The atmosphere is fun and relaxed with a focus on game play, with some skills practices and drills built in to the session. The girls who attend afterschool cricket club sessions have also had the opportunity to play competitive matches against other schools.

Millais school have an existing sports leaders programme which is undertaken each academic year by year 9 girls who volunteer weekly in local primary schools across a range of sports. Some of these sports leaders took part in the Chance to Shine leadership training in order to develop their cricket specific leadership skills, and learn coaching points and activities for use with primary aged pupils. Millais school leaders have helped out at a local primary school cricket event this term. During the afterschool club sessions, leaders assist with umpiring and scoring games.



## Impact of the Programme

PE teacher Poppy Ogilvie reports an increased interest in cricket from her pupils as a result of the programme, as well as increased confidence in playing and scoring the game. From a staff perspective, Poppy commented on seeing drills delivered by Ellen that she has since replicated in her PE lessons and afterschool club sessions. The PE staff have welcomed the programme as an opportunity for them to gain CPD.



### Enjoyment and Improvements



All of the girls conveyed how much fun the sessions were, and that the afterschool club was a fun way to spend more time with their friends. The girls also commented on the relaxed environment of the club: 'We don't get told to stop talking or anything, so we can have a good time and play cricket.' This environment proved effective in retention of players, as the club was very well attended throughout the term. This was also Ellen's key aim – to provide an opportunity for the girls to have some fun playing cricket that they wouldn't get otherwise.

The leaders and participants all reported significant improvement in their general motor skills, or specific improvements in bowling, batting or fielding skills as a result of the sessions. A further impact of the match play was an increased understanding and confidence with the rules of play.

#### Key impacts for leaders:

- Increased confidence in delivery of cricket games for children
- Understanding of rules and scoring
- Gained experience in primary schools
- Increased confidence in leading and interacting with peers

#### Key impacts on participants:

- Integration and interaction between different year groups
- Created a positive and supportive social environment
- Enjoyment of cricket and desire to play and compete as a team



#### Key impacts for leaders and participants

“

*I have better hand eye co-ordination. Before, when I used to try to catch stuff I would drop it or miss it, but since I've been doing this my left and my right are more comfortable in catching.*

Afterschool Club Participant

“

*It's really helped me with my catching skills.*

Afterschool Club Participant

“

*I used to play cricket but it wasn't with the proper rules and things, so it's really good to feel like I'm playing properly now.*

Afterschool Club Participant

“

*We learned loads of skills but did it in a fun way. We learned games and things that we could do with primary schools*

Leader

“

*They now know how to score and empire which is great. And those were the key goals that I really wanted to develop.*

PE Teacher

## Next Steps



The school would like to continue to increase their cricket offering into the next year. As part of the broad and balanced curriculum of summer sports on offer, cricket is currently played in year 8 and this will continue. However, an afterschool club for all year groups will also continue. The school would like to invest in some cricket nets

which would enable them to offer cricket training throughout the winter months and support year round participation in the sport.

### **Participation Incentive**

The PE department wish to find further opportunities for the girls to compete against other schools in matches and tournaments. Poppy suggested that having a festival or tournament for those who attend the afterschool club may provide a suitable incentive for them to keep attending and engaging in school cricket.

### **Transition to Colleges**

Millais school does not have a 6<sup>th</sup> form college, therefore the pupils must attend local colleges to continue their post-16 education after year 11. Transition to college may create a barrier against continued participation in activities such as cricket, particularly if college clubs provide only hardball cricket opportunities for girls. Hardball has been consistently reported as one of the key barriers for female participation in cricket.

### **Local Clubs**

Many of the girls said that they would be interested in joining a local club in order to play more cricket. Of those who did not wish to play cricket outside of school, this was due to a lack of time with many existing extracurricular commitments. Horsham Cricket Club, local to the school, has created a link with Millais and other local schools by organising a tournament for schools to attend and play against one another. Millais school took 4 teams and a total of 42 girls to this event, described as a 'very enjoyable day'. During this event the girls were given flyers with information about opportunities for them to play more cricket. The girls said they would be most likely to go if their friends would go with them. Having attended the club to play the tournament the girls were confident that they had all the information they needed to go along to the club, and said they would feel comfortable going back again.



“

*It gives you freedom. There's loads of positions you can play – you can bowl, you can bat...*

Afterschool Club Participant

“

*I've become more confident with cricket, with the skills and the rules.*

Afterschool Club Participant

“

*I would play more if I had more time. I have something on nearly every day already so don't have time for any more activities.*

Afterschool Club Participant

“

*I would like to play cricket outside of school. I want to get better and play more matches.*

Afterschool Club Participant

“

*We did a cricket tournament the other day. And we got given leaflets which had all the information on it. So I definitely know where to go.*

Leader



## Top Tips

### 1) Create links with local clubs

Aim to familiarise players with the environment and some of the people at the club. Having visited the local club for a school's tournament, girls said that they would be more likely to join the local club now they've been there and met people at the club. Girls said they would be more likely to attend if a friend went along with them; try to encourage girls when they are together with their friends rather than targeting them individually to promote an external club. The opportunity for a day out a local club can also be used as a small incentive to keep girls coming along to an afterschool club.



“

*Everyone is really supportive. We have made more friends here.*

Afterschool club participant

“

*Just like knowing other people there would really help. I think if all 3 of us did it together it would be good.*

Afterschool club participant

“

*The tournament really helped as it showed us that the people are really nice, and welcoming friendly faces there. I am more likely to go to the club having been there before than I would be normally.*

Afterschool club participant

“

*I think it's just a useful skill to have overall, even if you're not going to do it as a career, it's good to get that experience.*

Leader

### 2) Mix age groups together.



Allow players from all years to play together, and consider creating mixed age teams who can play against one another. This is a great way for younger players to build confidence as they are supported by their older team mates. It also provides girls with the opportunity to create friendships across year groups, that they wouldn't otherwise find.

### 3) Link with primary schools to provide leaders experience

Enable girls to engage in leadership as an extracurricular activity through links with local primary schools. Willing leaders could help out at regular sessions, e.g. weekly. This will help them put their leadership skills into practice regularly, and to develop their confidence and increase their autonomy in leading younger children over time. It is also an opportunity for pupils personal development, and could also be treated as work experience. A young leader could also be a great asset to a primary school.



“

*I really liked the sound of going into primary schools and helping teach children sports and things.*

Leader



## Chance to Shine Secondary School Girls Programme



Tapton School, Yorkshire  
July 2019

## About *spear*

The Centre for Sport, Physical Education & Activity Research (*spear*) is located within the Faculty of Social & Applied Sciences at Canterbury Christ Church University. *spear* undertakes a range of evidence-led analyses, from critical commentaries and reflections on current policy and practice, to commissioned research, evaluation and consultancy.

The Centre's research is funded by a range of national and international funders such as the International Olympic Committee, World Health Organisation, Terre des Hommes, Department of Health, Department for Education, English Federation for Disability Sport, Access Sport, Youth Sport Trust, Sport England and Sport Wales. Recent work has focused on sport, physical activity, health and wellbeing in schools and communities.

Research conducted by *spear* has helped guide and inform public policy by contributing to the wider evidence base used by policy makers, providing a rationale for government and commercial investment, and steering programme improvements that enhance the experience of practitioners and participants.

The Centre for Sport, Physical Education & Activity Research (*spear*)  
Canterbury Christ Church University  
North Holmes Road  
Canterbury, Kent, CT1 1QU  
Tel: 01227 922680  
email: [spear@canterbury.ac.uk](mailto:spear@canterbury.ac.uk)  
[www.canterbury.ac.uk/spear](http://www.canterbury.ac.uk/spear)  
Twitter: [@spear\\_news](https://twitter.com/spear_news)

Chance to Shine Secondary School Girls evaluation undertaken by *spear* and commissioned by Chance to shine. Case study produced by *spear*.

Author: Dr Katrina Taylor  
Project Team: Dr Abby Foad, Karley Hubbard, Dr Katrina Taylor, Shelley Pletsch, Stacey Draper & Professor Mike Weed

July 2019

## Context & Reasons for Engagement

Tapton School is a secondary school with academy status, located in the Crosspool area of Sheffield. The school is diverse and currently has around 1,650 pupils spanning a range of socioeconomic and ethnic backgrounds, including children from inner city environments. Tapton have always been involved in cricket and teaches the sport within the year 8 girls PE Curriculum. Teacher, Sarah Goodhead is the secretary for girls' cricket on the Sheffield School Sport Federation. The school enter local and regional competitions and also participate in the Sheffield Super 8's competition. The school hosts successful lunchtime and afterschool cricket clubs, and have used Chance to Shine as an opportunity to work with an external cricket coach, and develop leadership experience in their players.



“

*It wasn't just playing games, it was focussing on different skills and improving them. From the lunchtime club I feel like we weren't improving much.*

Leader

“

*Playing more and getting better at the sport, and getting more opportunities to play. It's been quite nice.*

Leader

“

*It's really fun, you try lots of different things. It's doesn't matter if you can't do it as the team are really supportive.*

Leader

“

*We had quite a lot of nice fun games which improved our catching skills and batting skills of where to hit it, and we learned how to teach other people that as well.*

Leader

“

*What we were taught was always really nice. Different skills were covered each week and you learned a new thing every time and built on your skillset.*

Leader

“

*The girls are now really clued up about cricket, they all know the basics of play, they've got experience in playing, and some of them have experience in leadership as well.*

Cricket Coach

## Snap Shot of Programme & Activities

A total of 4 taster sessions were delivered to pupils during mixed PE lessons. This allowed coach Molly to lead smaller groups of girls and deliver an introduction to the sport, while the PE teachers taught the remaining boys.



The girls afterschool club was open to all, and this was regularly attended by about 12 girls, most of whom were year 8 pupils. The cohort of year 8 girls have an existing cricket team which has been in place since year 7 and is made up of a group of motivated girls who show an interest in cricket. Within these sessions, Molly ensured that the girls had the necessary

basic cricket skills, and these skills were developed through activities that meant the girls were still playing and enjoying cricket. Each week, the girls would split into small groups and have time to make up drills and games and practice delivering these before they had the chance to deliver to the whole group. This approach meant that the girls had the opportunity to develop their leadership experience, whilst also improving their playing and game skills.

During the existing lunchtime club, the girls used their leadership skills to transfer the cricket skills taught during the afterschool club to other pupils. As a result of the leadership training they received, the girls have been invited to assist in leading cricket activities with younger children at primary school festivals.

## Impact of the Programme

The responses from Yorkshire Cricket Board staff and coaches, Tapton pupils and teachers were positive, and they have worked together to demonstrate the impact of the programme in practice. Leadership training has been transferred into practice at festivals and matches, demonstrating sustainability of the time invested in training the leaders.



### Leadership in Practice

Girls from Tapton School were invited to the iconic Headingley Cricket ground to assist in a primary school cricket festival. As part of the festival, a number of schools from Sheffield and the surrounding areas brought young pupils for a day of cricket activities and games. Girls from Tapton and another secondary school were tasked with running the various stations while the children rotated through activities.

Safe  
Maximal Participation  
Inclusion  
Learning  
Enjoyment  
Success

In their training and during the festival, the girls were taught to lead using the SMILES principle. Girls demonstrated the activities then encouraged all of the children to have a go, whilst offering coaching tips and maintaining organisation and safety.

In addition to the experiences gained in leadership, girls reported further advantages from participating in the afterschool club and leadership training

sessions. Social relationships and self confidence were commonly reported themes by the girls, and the impact of these elements is evident beyond the afterschool cricket club alone.

### Key impacts of leadership training:

- Real life experience leading activities with primary school children
- Sense of satisfaction when imparting skills to younger players
- Developing leaders' own cricket skills
- Increased confidence
- Reported enjoyment from girls
- Friendships and social relationships formed



### Key impacts of leadership training

“

*I think I've become a bit more confident speaking in a group and being a leader. I had to do a speech in English the other day and I felt a lot more confident. I'm not sure if that with age or with practice but I feel like the cricket leadership helped.*

Leader

“

*The team that we have makes me enjoy it more, because they're all so nice and I think we really work well together and it doesn't feel like you're ever left out.*

Leader

“

*I've been able to achieve more. I can be more confident. I didn't like speaking in front of the class, but now when I go up in front of the class I can do presentations and stuff and I think the cricket leadership has helped me with that.*

Leader

“

*They wanted to help and let me teach them, but they also wanted to help each other.*

Cricket Coach

“

*I quite like taking on the role of leader, I just thought this kind of sounds like me. I love cricket and I love helping other people to be better at things.*

Leader



## Next Steps

### *Transition to local clubs*



Many of the girls have enrolled in local cricket clubs, and Hallam Cricket Club was a popular choice. When Chance to Shine secondary school girls programme started, there were no girls from Tapton who played cricket outside of school. Coach Molly commented that as the cohort of girls were already working as a

team, they have an opportunity to approach a club with a view to implement a girls team if one did not already exist. Sarah Goodhead also invites the coach from a local cricket club to come to school cricket events. Often parents are at these events, enabling links between coach and parents to be formed. Sarah recognises the vital role that parents play in establishing transition from school to club sport and suggests this as a key opportunity to aid the transition process from school to community club.

### *Barriers for participation*

Teacher, Sarah Goodhead, believes that one of the main barriers in girls cricket is girls unwillingness to engage in Hardball cricket. She affirms that the hardball version of the sport is too dangerous to play in PE lessons when pupils are lacking experience and have mixed exposure to the game. For this reason, it is important to continue to promote a softball alternative both within and outside of school to support continued involvement in the game.

Changes to the GCSE PE curriculum have resulted in rounders being removed as an option for assessment. Although cricket remains a choice for pupils at this level, there is no softball option which Sarah believes limits the uptake from girls. Softball competitions continue up to quite a high level, therefore this should be reflected as a sport in GCSE options.

### *Future for cricket at Tapton*

The leadership and afterschool club programme has been effective within the year 8 girls cohort. The provision for cricket competitions in the local area in this age group appears to be thriving, however staff are concerned about the sustainability and continuity of this. There are fewer competitions for the older age groups, which corresponds with the time that girls typically disengage with sport, therefore having sparked interest and engagement in cricket they would be keen to see the provision sustained.



“

*For girls it's growing in confidence, you get a real feel for teamwork, and working as a unit, knowing that the moves that you make and the choices you make while you're playing and training affect the team.*

Cricket Coach

“

*They're developing themselves, obviously they are growing and maturing, but I know that they've got that confidence which they probably didn't have before.*

PE Teacher

“

*Softball gets them interested and get some interest and then when they're confident they can move on if they want to hardball.*

PE Teacher

“

*I'd like to join a cricket club outside of school. It would help me to improve and get better.*

Leader

“

*If you come and you don't enjoy it, at least you've given it a try. It might end up being your favourite sport and you go to every match. What's the worst that can happen, if you don't like it, don't do it again!*

Lead

## Top Tips

### 1) Get players involved in planning their club

Allow the girls who are interested to take charge and spread the message to their friends and peers. Try to encourage new people to take part. Encourage as many girls as possible to engage in the taster sessions as these allow exposure to the sport with no extra time commitment from the players.



“

*People think they have to be good at it to join, but you don't have to be as we weren't when we started out.*

Leader

“

*A lot of people are scared to start cricket because they don't like the idea that a ball can come at you at any point. So if you start with a soft ball, like a tennis ball then move to a wind ball then hardball.*

Leader

“

*These girls want to play, which is only natural. And that's what we want. We want them to be interested in playing the sport, not just delivering it.*

PE Teacher

“

*The training was very helpful. It shows us how we can teach other kids about it. I'd like to do more bowling as a leader and practice how to teach bowling.*

Leader

“

*I've made a lot of friends through cricket and it's nice now to be in class and have lots of friends to back you up.*

Leader

### 2) Get to grips with the basics first



Be flexible in delivering leadership training. Some girls may have had limited experience with cricket prior to the course. Ensure players feel comfortable in performing their own batting, bowling and fielding skills first. As well as learning how to deliver drills and lead a group, use the practice opportunities for girls to improve their own skills. They'll be more confident leaders if they are confident in their own ability to perform the skills. Furthermore, if girls feel they are improving, this will help to

keep sessions fun and engaging and result in their maintained interest in playing the sport.

### 3) Spread the word

Tapton school hold a Freshers Fayre at the start of each school year. This is aimed at year 7's and hopes to act as a way to showcase the many different activities on offer at the school. Anyone can sign up for anything, and pupils are encouraged to come along and try things. Signing up on the day demonstrates their interest, but does not mean they have committed themselves to attend. Schools could offer this kind of event for multiple year groups to maximise involvement in a range of sports throughout the academic year.



## Chance to Shine Secondary School Girls Programme



Herschel Grammar School, Slough  
September 2019

## About *spear*

The Centre for Sport, Physical Education & Activity Research (*spear*) is located within the Faculty of Social & Applied Sciences at Canterbury Christ Church University. *spear* undertakes a range of evidence-led analyses, from critical commentaries and reflections on current policy and practice, to commissioned research, evaluation and consultancy.

The Centre's research is funded by a range of national and international funders such as the International Olympic Committee, World Health Organisation, Terre des Hommes, Department of Health, Department for Education, English Federation for Disability Sport, Access Sport, Youth Sport Trust, Sport England and Sport Wales. Recent work has focused on sport, physical activity, health and wellbeing in schools and communities.

Research conducted by *spear* has helped guide and inform public policy by contributing to the wider evidence base used by policy makers, providing a rationale for government and commercial investment, and steering programme improvements that enhance the experience of practitioners and participants.

The Centre for Sport, Physical Education & Activity Research (*spear*)  
Canterbury Christ Church University  
North Holmes Road  
Canterbury, Kent, CT1 1QU  
Tel: 01227 922680  
email: [spear@canterbury.ac.uk](mailto:spear@canterbury.ac.uk)  
[www.canterbury.ac.uk/spear](http://www.canterbury.ac.uk/spear)  
Twitter: [@spear\\_news](https://twitter.com/spear_news)

Chance to Shine Secondary School Girls evaluation undertaken by *spear* and commissioned by Chance to shine. Case study produced by *spear*.

Author: Dr Katrina Taylor  
Project Team: Dr Abby Foad, Karley Hubbard, Dr Katrina Taylor, Dr Kristy Howells, Shelley Pletsch, Stacey Draper & Professor Mike Weed

July 2019



## Context & Reasons for Engagement



Herschel Grammar is a selective co-educational school located in Slough. The school has 1,000 pupils from year 7 to 13, who gain entry through the Slough Consortium 11+ academic examination. The pupil demographic is 95% ethnic minorities and a large number of pupils come from Indian and Pakistani family backgrounds. Places at the school are sought after and some pupils travel daily from surrounding

towns including Reading, Hounslow and Hayes. Situated within a residential and commercial urban environment, the school has a large indoor sports hall, as well as outdoor playground and AstroTurf spaces for sports. Jonathan Parker is a PE teacher at Herschel, a level 3 cricket coach, Vice President of Berkshire school's association and Head of Cricket for Slough schools. Cricket is played in girls curriculum PE lessons in all year groups at Herschel.

## Snap Shot of Programme & Activities

Chance to Shine provision at Herschel involved a series of taster sessions in PE lessons, a 1 day leadership course and a weekly afterschool club. The leadership day was open to all and welcomed around 40 participants. Coach, Verity Johnson and Berkshire area coordinator Mark Foster demonstrated a range of drills, before girls were given coaching cards to deliver short sessions or activities to another group of girls. Since the training, the girls have not had much of an opportunity to put into practice what they learned, as they preferred to use their club time to play as much as possible.



The afterschool club was attended by an average of 20 girls each week, from all year groups, and numbers increased as the term progressed. Sessions were held in the sports-hall, despite having access to outdoor facilities. Teacher, Jonathan Parker said that this was to avoid girls standing around or getting bored; *'When we get the balls bouncing off walls they can get the ball quicker, so it's more immersive and more involved than having to chase the ball for 50 yards before they can continue to play'*. The afterschool club consisted of a range of drills and games, and players had a say in the types of activities they would like to do each week. The girls have also had the opportunity to compete in the Slough Cricket Festival, and a women's softball cricket tournament.

“

*Other sports are not as engaging and not as fun. I personally just want to play cricket.*

Afterschool Club Participant

“

*At other schools, teachers need to buy into it, trust the coach, and try and push numbers. As much as I can make sessions fun while I'm there, there's nothing I can do during the week to try and push numbers.*

Cricket Coach

“

*I really do think that having female coaches, and giving the girls a role model who plays cricket is a definite benefit. We have more numbers now that we've changed the day and got the coach.*

PE Teacher

“

*Coming here, cricket gives you more freedom. Other sports are more structured, but cricket involves a variety of different things and activities.*

Afterschool Club Participant

“

*It's an individual and a team sport. While you're batting it's just you, but while you're fielding it's as a team.*

Afterschool Club Participant

## Impact of the Programme

With opportunities for girls somewhat limited compared to boys' sport, the girls at Herschel acknowledge the cricket provision offered to them, and are appreciative of the coaching opportunities and teacher support they have received. As such they have taken ownership of the programme in promoting it to friends to increase the numbers attending each week.

### *Enjoyment and community*



One of the key factors which comes through is enjoyment of cricket, and a preference for cricket above other sports. Many of the girls referred to watching the 2019 Ashes tournament on television with their families, or even attending matches to spectate during the 2018 Women's World Cup, demonstrating an existing interest in cricket prior to the programme. In addition, many of the girls value the social opportunity the club gives them to spend time with their friends, and make new friends from other year groups.

### *Physical activity*

Through their interest in cricket, overall participation in physical activity increased. Jonathan cites a trend at the school for girls to get involved with multiple afterschool sports; *'The girls tend to be less specialised than the boys and once they've got the bug will try to play as many sports as they can, which is really good for their physical activity levels'*.

### *Key impacts for players*

Following leadership training, the girls were most interested in playing cricket, rather than leading one another. Developing the girls as cricket players, while ensuring they enjoyed the session became Verity's key aim as coach. Through the afterschool sessions, players reported the following outcomes:

- Developed an appreciation and understanding of what it takes to sustain an afterschool club
- Increased confidence
- Improved communication skills
- Increased physical activity levels
- Developed and improved varied motor skills



### *Key impacts for players and leaders*

“

*I didn't like the leadership training, it's not something I'm interested in. I am more keen to play.*

Leader

“

*My teacher asked my group of friends if we wanted to go, and we were all interested. We don't really get a chance to meet up together afterschool otherwise.*

Afterschool Club Participant

“

*I'm quite a confident person anyways, but coming here I acknowledge that I'm doing something active, if I wasn't here I would be doing much.*

Afterschool Club Participant

“

*I met people outside of my friendship group who I wouldn't usually talk to so it was fun to speak to a different type of people and stuff.*

Leader

“

*Although our numbers are really healthy now, at the beginning we were smaller, and they took it upon themselves to go out into the school and get their friends involved*

PE Teacher

## Next Steps



Jonathan intends to continue to develop the cricket provision at Herschel Grammar School. They would like to have continued support from Berkshire Cricket, particularly the provision of a female coach who is also a cricket player to act as a positive role model for the girls.

### **Wider regional involvement**

Jonathan recognises that to effectively promote cricket opportunities for the girls at Herschel, there needs to be wider involvement and promotion of the sport from other schools in the local area, and that Herschel alone should not be the focus. Many of the girls expressed an interest in playing more competitive fixtures against other schools, however for this to be possible and to create balanced fixtures, it is important to encourage and support other local schools to engage. This will allow the sport to develop within the area to create an environment for competition to thrive. The wider development of cricket across Slough schools is an aim moving forward.

### **Local Clubs**

The local area has a range of local clubs and sessions for girls to attend to further their cricket. Jonathan advises pupils based on where they are located, as to which club may be most convenient to them. Jonathan has links with local clubs at county level, and highlights that there is 'no ceiling' to what the girls can achieve with access to train and opportunities to play at all levels in the area. Many of the clubs offer free sessions to girls, including Singh Saba club, run by coach Verity Johnson, which offers free Street Cricket for girls all year around. This club has had recent success and attended the national finals, and some of the girls from the Herschel afterschool club have attended this external club to try it out.

Although many of the girls expressed an interest in joining a club, the main barriers preventing this were lack of time due to existing commitments. There is a strong emphasis on the need for academic commitment embedded in the culture of the school. In many cases, the afterschool club was a feasible commitment for the girls and their parents, however attending additional sessions would not be possible, despite a keen interest in the sport. All of the girls spoken to were very aware of the club options available to them, and that there were free clubs in the area as these opportunities have been well promoted by Jonathan and Verity.



“

*I definitely feel more confident with cricket and have really enjoyed playing.*

Afterschool Club Participant

“

*I have learned better precision and improved my hand eye coordination.*

Afterschool Club Participant

“

*If I had time I'd do cricket outside of school. I know there's a few places to play locally. We have been given leaflets*

Afterschool Club Participant

“

*I enjoy spending time working on skills that I don't usually get to do. I don't really do many clubs outside of school as I am studying for my GCSEs.*

Afterschool Club Participant

“

*They come here for a really good academic education, and that is primary, everything else is secondary so quite often sport, and other activities get sacrificed.*

PE Teacher

## Top Tips

### 1) Signposting external club links

Have a notice board in school where local clubs and teams can advertise the available opportunities for students. As well as extracurricular school activities, teachers can play a role in promoting external opportunities relating to all sports to encourage player development and to help further participation in the area and community. At Herschel, the Head of Cricket has a number of connections, so relevant information is displayed on the board outside the sports hall for students to find out more.



“

*I really like it, it's really engaging and they take the time to teach you different skills. My bowling has really improved.*

Leader

“

*Since coming here, I'm more enthusiastic about sports and afterschool clubs in general.*

Afterschool club participant

### 2) Develop transport options



Offer an alternative transport option to enable students who travel to attend afterschool clubs. Many students who travel to school by school bus do not have another way to return home if they cannot catch the bus immediately at the end of the school day. Where transport is managed or organised by the school, putting on alternative transport to fit in with those attending afterschool activities would provide an inclusive way to involve more pupils, and avoid isolating those who live further away.

“

*We've learned teamwork, coordinating with others and you have to communicate with other people to be successful as a team. A lot of people have gained a lot of confidence from coming to cricket. In PE lessons some of the girls ask for the ball and want to be a part of it now, which they didn't before.*

Leader

“

### 3) Invest in equipment

If funding allows, invest in cricket equipment so schools can continue to offer the sport in the absence of Chance to Shine Coaches. Herschel school have recently acquired cricket equipment suitable for indoor and girls game donated by Berkshire Cricket. Without the necessary equipment, teachers are not able to continue to offer support in the sport to the pupils who are engaged in funded cricket programmes, meaning the programmes cannot thrive, or be sustained without external provision.



*I think the leadership was really useful as we got a bit of insight not only in how to play cricket but also how to teach it as well so it carries on through the generations too.*

Leader

*I've been to Slough Cricket Club – since going to the school club – they gave out leaflets and stuff and I started going there.*

Afterschool club participant